

Saint Theresa of Avila School- West Roxbury, MA

Curriculum Maps

Subject: Language Arts	Grade: First Grade
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Time Frame	Essential Question	Topic	Content	Resources	Assessments	Standards
September	<p>Literacy/Reading: How do I participate in a conversation with others about what I have read?</p> <p>What are important guidelines I should follow when speaking with others?</p> <p>What do I do when I don't understand what I have read or heard?</p> <p>How do I speak in a complete sentence?</p> <p>How do I respond to someone who is speaking to me?</p> <p>What makes a story realistic fiction?</p> <p>What makes a text informational text?</p> <p>What makes a text procedural text?</p> <p>How can I describe characters in a story?</p> <p>How can I describe the setting of a story?</p>	<p>Literacy/Reading: Unit 1: Classroom Rules Conversational Rules Use of Complete Sentences Realistic Fiction Informational Text Procedural Text Characters Setting</p>	<ol style="list-style-type: none"> Create rules for classroom conversations and discussions. Ask questions to guide understanding. Use of complete sentences when speaking. How to respond to others Realistic Fiction Informational Text and use of text features. Procedural Text Characters are the people or animals in the story. Setting is when and where the story takes place. 	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher's Manual</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests</p>	<p>Lang.: L.1, 1a, 1b, 1c, 1e, 1f, 1h, 2, 2b, 2d, 2e, 4, 4a, 4b, 5, 5c</p> <p>Rdg. Fdn.: RF.1, 1a, 2, 2b, 2c, 2d, 3, 3b, 3g, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.2, 4, 5, 6, 7, 10</p> <p>Rdg. Lit.: RL.1, 2, 3, 5, 7, 9</p> <p>Spk/List.: SL.1, 1a, 1b, 1c, 2, 3, 5, 6</p> <p>Writ.: W.3, 5, 6</p>
	<p>Phonemic/Phonological Awareness: What are the consonant sounds?</p>	<p>Phonemic/Phonological Awareness:</p> <p>Foundations:</p>	<ol style="list-style-type: none"> Letter formation Consonant and short vowel phonemes 	<p>Foundations: Student Notebook Letter and Sound cards Magnetic Letters</p>	<p>Foundations Unit Tests Teacher Observations Independent Work Student Work</p>	

	<p>What are the short vowel sounds?</p> <p>How do I read an unknown one syllable short vowel word?</p> <p>How do I know how to spell one syllable short vowel words?</p> <hr/>	<p>Unit 1: Letter Formation and Letter Sounds</p> <p>Reading: Unit 1: Consonant Sounds, Short Vowel Sounds, Sight Words, Spelling, Initial and Medial Sounds</p> <hr/>	<ol style="list-style-type: none"> 1. Consonant and short vowel phonemes 2. Reading one syllable short vowel words. 3. Recognizing sight words. 4. Spelling one syllable short vowel words and sight words. 5. Identifying initial and medial sounds in words. <hr/>	<p>Whiteboards</p> <p>Reading: Student Reading Book Anchor Charts Teacher’s Manual</p> <hr/>	<p>Assessments</p> <hr/>	
	<p>Writing: How do I come up with ideas for my story?</p> <p>What story elements do I need in my story?</p> <p>How do I organize my writing so it's easy for the reader to follow?</p> <p>How do I add details and strong word choices to make my story “come to life”?</p> <p>How do I provide closure to my writing?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/>	<p>Writing: Narrative Writing: Personal - Small Moments</p> <hr/>	<ol style="list-style-type: none"> 1. Small Moments 2. Prewriting: Generate ideas, sketching, labeling, story order 3. Writing: Stretching words, Use of word wall, Complete sentences 4. Editing/Proofreading: Rereading, Adding information 5. Illustration <hr/>	<p>Writing: Anchor Charts Examples of small moment writings Writing Rubric</p> <hr/>	<p>Student Work Teacher Observations</p> <hr/>	
	<p>Grammar: How do you explain a noun?</p> <p>How do you explain present tense verbs?</p> <p>How do I know I have a complete sentence?</p>	<p>Grammar: Reading Unit 1: Nouns Present Tense Verbs Simple Sentences Adjectives Articles Synonyms Context Clues Word Parts Related Words</p>	<ol style="list-style-type: none"> 1. Nouns are people, places, things, or animals 2. Verbs tell about actions. Present tense verbs describe actions that are happening right now. 3. A sentence is complete if it has a subject (the naming part) and a verb (the action part). 	<p>Grammar: Teacher’s Manual Student Reading Book Anchor Charts Teacher Models</p>	<p>Student work Teacher observations Teacher Created Assessments</p>	

	<p>How do you explain an adjective?</p> <p>How is identifying and using nouns, verbs, adjectives, and/or articles going to help my speaking and writing?</p> <p>When and why is it important to use articles in my sentences?</p> <p>How can using synonyms help improve my speaking or writing?</p> <p>How can context clues help me understand other words or what I am reading?</p> <p>If I know what a word part means how can I use it to understand the meaning of a word?</p> <p>How do I know when words are related and can I understand what a word means if I know a related word?</p>		<ol style="list-style-type: none"> 4. An adjective is a word that describes a noun. 5. Articles <i>a</i> and <i>an</i> tell about any person, place, or thing. 6. The article <i>the</i> tells about a specific person, place, or thing. 7. Words that mean almost the same thing are synonyms. 8. Context clues help us understand words we do not know. 9. A word part can be added to words to make new words with different meanings. 10. Related words have the same word part. 			
<p style="text-align: center;">October</p>	<p>Literacy/Reading: Continue Unit 1 & Begin Unit 2:</p> <p>How do I identify the main idea of a text?</p> <p>How do various text structures help me understand what I am reading?</p> <p>Why do author's write?</p> <p>What are the characteristics or elements of poetry?</p> <p>What are the characteristics or elements of dramatic texts?</p>	<p>Literacy/Reading: Continue Unit 1 & Begin Unit 2:</p> <p>Main Idea Text Structure Author's Purpose Elements of Poetry Elements of Drama Informational Text</p>	<ol style="list-style-type: none"> 1. Finding the main idea of a text. 2. Text structure of informational text. 3. Author's purpose for writing a text. 4. Elements of poetry 5. Elements of drama texts 6. Informational text and its text structures. 	<p>Literacy/Reading:</p> <p>Anchor Charts Student Reading Book Teacher's Manual Poetry</p>	<p>Student Work Teacher Observations Student Discussions Comprehension Tests Teacher Created Activities</p>	<p>Lang.: L.1, 1a, 1b, 1c, 1f, 1g, 1j, 2, 2a, 2b, 2d, 2e, 4, 4a, 4b, 4c, 5, 5d, 6</p> <p>Rdg. Fdn.: RF.1, 1a, 2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3f, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.1, 2, 4, 5, 6, 7, 10</p> <p>Rdg. Lit.: RL.1, 2, 4, 5, 10</p> <p>Spk/List.: SL.1, 1a, 1b, 1c, 2, 3, 4, 5, 6</p> <p>Writ.: W.3, 5</p>

	<p>What makes a text informational text?</p> <p>What text elements can be found in informational texts and how do they help me understand what I am reading?</p> <hr/> <p>Phonemic/Phonological Awareness: How do I blend sounds to make words?</p> <p>How do I change sounds in a word to make a new word?</p> <p>Why do I need to learn trick words?</p> <p>How do I know when words rhyme?</p> <p>What is a consonant blend?</p> <p>What are consonant digraphs?</p> <p>Can I read and use inflectional endings correctly?</p> <hr/> <p>Writing: How do I come up with ideas for my story?</p> <p>What story elements do I need in my story?</p> <p>How do I organize my writing so it's easy for the reader to follow?</p> <p>How do I add details and strong word choices to make my story "come to life"?</p>	<p>Phonemic/Phonological Awareness:</p> <p>Fundations: Unit 2: Blending/Reading, Segmenting/Spelling, Vocabulary, Sentence Structure, Sight Words</p> <p>Unit 3: Blending/Reading, Segmenting/Spelling, Vocabulary, Sentence Structure, Sight Words, Fluency</p> <p>Reading: Continue Unit 1 and Begin Unit 2: Final Sounds, Manipulating Phonemes, Rhyming, Sight Words, Consonant Blends, Digraphs</p> <hr/> <p>Writing: Narrative Writing: Fictional</p>	<ol style="list-style-type: none"> 1. Sound manipulation 2. Blend and read CVC words 3. Spell CVC words 4. Trick word recog. 5. Vocabulary 6. Sentences (capitalization and period) <ol style="list-style-type: none"> 1. Phoneme seg. 2. Consonant digraphs <ol style="list-style-type: none"> 1. Identify final sounds in words. 2. Manipulating phonemes in words. 3. Identify and create rhyming words. 4. Identifying and using initial and final consonant blends. 5. Identify and recognize consonant digraphs. <hr/> <ol style="list-style-type: none"> 1. Prewriting: Generate ideas, sketching, labeling, sequencing. 2. Writing: Stretching words, use of Word Wall, complete sentences 3. Editing/Proofreading: Rereading, Adding information. 4. Illustration 	<p>Fundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Anchor Charts Teacher's Manual</p> <hr/> <p>Writing: Anchor Charts Examples of Fictional Narrative Writing Writing Rubric</p>	<p>Fundations Unit Tests Teacher Observations Independent Work Teacher Created Activities</p> <hr/> <p>Student Work Teacher Observation</p>	
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	<p>How do I provide closure to my writing?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/> <p>Grammar:</p> <p>How do I know when words are related and can I understand what a word means if I know a related word?</p> <p>How can using synonyms help improve my speaking or writing?</p> <p>What is a declarative sentence and what must I include in one?</p>	<hr/> <p>Grammar:</p> <p>Reading: Continue Unit 1 and Begin Unit 2: Related Words Synonyms Simple Sentences Declarative Sentences - Statements</p>	<hr/> <ol style="list-style-type: none"> 1. Related words have the same word part. 2. Words that mean almost the same thing are synonyms. 3. Simple sentences include a subject and verb. 4. Declarative Sentences and what they need. 	<hr/> <p>Grammar: Anchor Charts Worksheets Teacher Modeling Student Reading Book Teacher Created Materials/Activities</p>	<hr/> <p>Student work Teacher observation Teacher Created Assessments/Activities</p>	
<p>November</p>	<p>Literacy/Reading: Continue Unit 2: See Above</p> <hr/> <p>Phonemic/Phonological Awareness: How can learning a spelling pattern help me with writing?</p> <p>Why is reading fluently important?</p> <p>Why is reading accurately important?</p> <p>How do I change sounds in a word to make a new word?</p>	<p>Literacy/Reading: Continue Unit 2: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p> <p>Foundations: Unit 3 cont.</p> <p>Unit 4: Blending/Reading, Segmenting/Spelling, Vocabulary, Sentence Structure, Sight Words, Fluency</p>	<hr/> <ol style="list-style-type: none"> 1. Trick word recog. 2. Punctuation (question mark) 3. Vocabulary 4. Read and spell digraph words 5. Read with accuracy and prosody <ol style="list-style-type: none"> 1. Read and spell Bonus Letter Rule words (ff, ll, ss, zz) 2. Read and spell Glued Sound words: -all 3. Trick word recog. 4. Vocabulary 	<hr/> <p>Literacy/Reading: Student Reading Book Anchor Charts Text examples Teacher’s Manual</p> <p>Foundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Teacher Created Materials/Activities Skill Games</p>	<hr/> <p>Student Work Student Discussions Teacher Observations Comprehension Tests</p> <p>Foundations Unit Tests Teacher Observations Independent Work</p>	<p>Lang.: L.1, 1a, 1b, 1j, 2, 2a, 2b, 2d, 2e, 4, 4a, 4c, 5</p> <p>Rdg. Fdn.: RF.1, 1a, 2, 2b, 2c, 2d, 3, 3a, 3b, 3g, 4, 4a, 4b</p> <p>Rdg. Inf. Txt.: RI.1, 2, 3, 4, 5, 6, 7, 8,9, 10</p> <p>Rdg. Lit.: RL.1, 2,3, 4, 5, 7, 10</p> <p>Spk/List.: SL.1, 1a, 4, 5</p> <p>Writ.: W.5, 7, 8</p>

<p>Can I read and use inflectional endings correctly?</p> <p>How do I know when words rhyme?</p> <p>What is a consonant blend?</p> <p>What are consonant and vowel digraphs and how do they help me read a word correctly?</p> <hr/> <p>Writing: How do I chose a topic for my writing?</p> <p>How do I organize my writing so it is easy for the reader to understand?</p> <p>How do I writing an engaging introduction?</p> <p>How do I provide a sense of closure to my writing?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/> <p>Grammar: What is an interrogative sentence and what must I include in one?</p> <p>What is an exclamatory sentence and what must I include in one?</p> <p>What is an imperative</p>	<p>Reading: Continue Unit 2: Manipulating Phonemes, Inflectional Endings, Rhyming, Consonant Blends, Digraphs</p> <hr/> <p>Writing: Informational: How-to Writing</p> <hr/> <p>Grammar: Reading: Continue Unit 2: Interrogative Sentences - Questions Exclamatory Sentences Imperative Sentences - Commands Context Clues Word Parts</p>	<ol style="list-style-type: none"> 5. Punctuation (exclamation and quotation marks) 6. Read with accuracy and prosody <hr/> <ol style="list-style-type: none"> 1. Manipulating phonemes in words. 2. Identify, recognize, and use inflectional endings. 3. Identify and create rhyming words. 4. Identifying and using initial and final consonant blends. 5. Identify and recognize consonant and vowel digraphs. <hr/> <ol style="list-style-type: none"> 1. Prewriting: Generate ideas, sketching, labeling, sequencing. 2. Writing: Stretching words, use of Word Wall, complete sentences 3. Editing/Proofreading: Rereading, Adding information. 4. Illustration <hr/> <ol style="list-style-type: none"> 1. Interrogative Sentences and what they need. 2. Exclamatory sentences and what they need. 3. Imperative sentences and what they need. 4. Context clues help us understand words we do not know. 	<p>Writing: How-to Books Anchor Charts Examples of how-to writing Writing Rubric</p> <hr/> <p>Grammar: Anchor Charts Word Sort Games Worksheets Student Reading Book Teacher’s Manual</p>	<p>Student Work Teacher Observation</p> <hr/> <p>Student work Teacher observation Teacher Created Assessments</p>	
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	<p>sentence and what must I include in one?</p> <p>How can context clues help me understand other words or what I am reading?</p> <p>If I know what a word part means how can I use it to understand the meaning of a word?</p>		<p>5. A word part can be added to words to make new words with different meanings.</p>			
<p>December</p>	<p>Literacy/Reading: Continue Unit 2 & Begin Unit 3: How do I know if a text is a fable? How do I know if a text is a folktale? What are the elements of poetry? How do I know if a text is a persuasive text? How do I know the plot of a story? Why do authors write? How do I identify the setting of a story?</p> <hr/> <p>Phonemic/Phonological Awareness: Why is reading fluently important? Why is reading accurately important? How can learning a spelling pattern help me with writing? How does adding a suffix to a base word change the meaning of the word?</p>	<p>Literacy/Reading: Continue Unit 2 & Begin Unit 3: Fable Folktale Poetry Persuasive Text Plot Author's Purpose Setting</p> <hr/> <p>Phonemic/Phonological Awareness: Fundations: Unit 5: Blending/Reading, Segmenting/Spelling, Vocabulary, Sight Words, Fluency Unit 6: Blending/Reading, Segmenting/Spelling, Suffix -s, Plurals, Sight Words, Vocabulary, Fluency, Narrative Fiction vs. Informational Text Reading: Continue Unit 2 & Begin Unit 3:</p>	<p>1. Fables have animal characters and teach morals. 2. Folktales are traditional stories told over and over. 3. Elements of poetry 4. Identify persuasive text. 5. Plot is the main events in a text. 6. Author's reason for writing a text. 7. Setting is when and where a story takes place.</p> <hr/> <p>1. Read and spell Glued Sound words: -an, -am 2. Trick word recog. 3. Vocabulary 4. Read with accuracy and prosody</p> <p>1. Baseword and Suffix -s 2. Pluralization 3. Trick word recog.</p> <p>1. Blending/Segmenting/Manipulate Phonemes in words.</p>	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher's Manual Teacher Created Materials/Activities</p> <hr/> <p>Fundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Teacher's Manual Teacher Created Materials/Activities</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests</p> <hr/> <p>Fundations Unit Tests Teacher Observations Independent Work Group Work</p>	<p>Lang.: L.1, 1a, 1b, 1c, 1d, 1j, 2, 2a, 2b, 2d, 2e, 4, 4a, 4b, 4c, 5, 5a, 5d</p> <p>Rdg. Fdn.: RF. 2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.8, 10</p> <p>Rdg. Lit.: RL.1,2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Spk/List.: SL.1c, 2, 3, 4, 5, 6</p> <p>Writ.: W.5, 7, 8</p>

<p>How does blending/segmenting/manipulating phonemes help me read and spell?</p> <p>How do I identify syllables in words and how does it help me read?</p> <p>Can I read and use inflectional endings correctly?</p> <hr/>	<p>Blending/Segmenting/Manipulating Phonemes, Syllables, Digraphs/Trigraphs, Long Vowels, Inflectional Endings, Sight Words</p> <hr/>	<ol style="list-style-type: none"> Identify VCCV and open syllables. Identify and use consonant digraphs/trigraphs. Long vowel spelling patterns Identify and use inflectional endings. Identify and read sight words. <hr/>			
<p>Writing: How do I chose a topic for my writing?</p> <p>How do I organize my writing so it is easy for the reader to understand?</p> <p>How do I writing an engaging introduction?</p> <p>How do I provide a sense of closure to my writing?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/>	<p>Writing: Informational: How-to Writing Cont.</p> <hr/>	<ol style="list-style-type: none"> Prewriting: Generate ideas, sketching, labeling, sequencing. Writing: Stretching words, use of Word Wall, complete sentences Editing/Proofreading: Rereading, Adding information. Illustration <hr/>	<p>Writing: How-to books Anchor Charts Examples of how-to writing Writing Rubric</p> <hr/>	<p>Student Work Teacher Observation</p> <hr/>	
<p>Grammar: How do I know when to use singular or plural nouns?</p> <p>What are common and proper nouns and how do I use them in my writing?</p> <p>What are pronouns and how do I use them in my writing?</p> <p>What are proper names?</p>	<p>Grammar: Reading: Continue Unit 2 & Begin Unit 3: Singular and Plural Nouns Common and Proper Nouns Pronouns Proper Names Related Words Synonyms and Antonyms Context Clues Words Parts</p>	<ol style="list-style-type: none"> Identify and use singular and plural nouns. Identify and use common and proper nouns. Identify and use pronouns I and me. When to capitalize I and proper names. Related words have the same word part. Synonyms are words that mean almost the same thing. 	<p>Grammar: Anchor Charts Word Games Worksheets Student Reading Book Teacher’s Manual</p>	<p>Student Work Teacher Observation Teacher Created Assessments</p>	

	<p>How do I know when words are related and can I understand what a word means if I know a related word?</p> <p>How can using synonyms or antonyms help improve my speaking or writing?</p> <p>How can context clues help me understand other words or what I am reading?</p> <p>If I know what a word part means how can I use it to understand the meaning of a word?</p>		<ol style="list-style-type: none"> 7. Antonyms are words that mean the opposite of each other. 8. Context clues help us understand words we do not know. 9. A word part can be added to words to make new words with different meanings. 			
<p style="text-align: center;">January</p>	<p>Literacy/Reading: Continue Unit 3: See Above</p> <hr/> <p>Phonemic/Phonological Awareness: How do fiction and informational texts differ?</p> <p>How can learning a spelling pattern help me with writing?</p> <hr/> <p>Writing: How do I state a clear opinion about a topic?</p>	<p>Literacy/Reading: Continue Unit 3: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p> <p>Foundations: Unit 6 cont.</p> <p>Unit 7: Blending/Reading, Segmenting/Spelling, Sight Words, Vocabulary, Fluency, Narrative Fiction vs. Informational Text</p> <p>Reading: See Above</p> <hr/> <p>Writing: Opinion Writing</p>	<hr/> <ol style="list-style-type: none"> 1. Vocabulary 2. Read with accuracy and prosody 3. Narrative Fiction vs. Informational Text <ol style="list-style-type: none"> 1. Read and spell Glued Sound words: ang, ing, ong, ung, ank, ink, onk, unk 2. Trick word recog. 3. Vocabulary 4. Read with accuracy and prosody 5. Narrative Fiction vs. Informational Text <hr/> <ol style="list-style-type: none"> 1. Prewriting: What is an opinion? 2. How to state an opinion. 3. Details to support my opinion. 4. Use of "because" 	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher's Manual Teacher Created Activities</p> <hr/> <p>Foundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <hr/> <p>Writing: Anchor Charts Examples of opinions Examples of opinion writing Writing Rubric</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests Teacher Created Assessments</p> <hr/> <p>Foundations Unit Tests Teacher Observations Independent Work</p> <hr/> <p>Student Work Teacher Observation</p>	<p>Lang.: L.1, 1a, 1b, 1c, 1d, 1j, 2, 2a, 2b, 2d, 2e, 4, 4a, 4b, 4c, 5a, 5d</p> <p>Rdg. Fdn.: RF.2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3d, 3e, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.8, 10</p> <p>Rdg. Lit.: RL.1, 2,3, 4, 5, 6, 7, MA.8.A, 9, 10</p> <p>Spk/List.: SL.1c, 2, 3, 4, 5, 6</p> <p>Writ.: W.1, 5</p>

	<p>Why should I provide important reasons that support my opinion?</p> <p>How do I provide a sense of closure to my writing?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/> <p>Grammar: Reading: Continue Unit 3: See Above</p>	<p>Grammar: Reading: Continue Unit 3: See Above</p>	<ol style="list-style-type: none"> 5. Writing: Stretching words, use of Word Wall, complete sentences 6. Editing/Proofreading: Rereading, Adding information. 7. Illustration <hr/>	<p>Grammar: Anchor Charts Worksheets Word Games Teacher Created Materials/Activities</p>	<p>Student Work Teacher Observation Teacher Created Assessments</p>	
<p>February</p>	<p>Literacy/Reading:</p> <p>How do I know the text I am reading is a biography?</p> <p>How do I know the text I am reading is historical fiction?</p> <p>How do I know the text I am reading is informational?</p> <p>How do I identify connections in a text?</p> <p>Why is it important to understand how a text is structured or organized?</p> <p>How do I identify the theme of a text I read?</p> <p>How can I use text evidence to compare and contrast texts?</p>	<p>Literacy/Reading: Unit 4 Biography Historical Fiction Informational Text Describe Connections Text Structure Theme Compare and Contrast Texts Main Idea</p>	<ol style="list-style-type: none"> 1. Biography is a story about a real person's life written by another person. 2. Historical fiction is a made up story that takes place in a real place in the past. 3. Informational text is true facts about something. 4. A connection is how people, ideas, events, or information in a text are related. 5. Text structure is the way information in a text is organized. 6. Theme is the message or big idea of a text. 7. Find similarities and differences in texts. 8. Main idea is what the text is mostly about. 	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher's Manual Teacher Created Activities/Materials</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests Teacher Created Assessments</p>	<p>Lang.: L.1, 1a, 1e, 1f, 1g, 1h, 1j, 2, 2a, 2b, 2c, 2d, 2e, 4, 4b, 4c, 5, 5c, 6</p> <p>Rdg. Fdn.: RF.2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3d, 3f, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.1, 2, 3, 4, 9, 10</p> <p>Rdg. Lit.: RL.1,2, 5, 6, 7, 9, 10</p> <p>Spk/List.: SL.1, 1c, 2, 3, 4</p> <p>Writ.: W.1, 5</p>

	<p>How do I know the main idea of a story?</p> <hr/> <p>Phonemic/Phonological Awareness: How does adding a suffix to a base word change the meaning of the word?</p> <p>What is a syllable?</p> <p>How does a syllable type help me determine the vowel sound?</p> <p>How does blending/segmenting/manipulating phonemes help me read and spell?</p> <p>Can I read and use inflectional endings correctly?</p> <p>How can learning a spelling pattern help me with writing?</p> <hr/> <p>Writing: How do I state a clear opinion about a topic?</p> <p>Why should I provide important reasons that support my opinion?</p> <p>How do I provide a sense of closure to my writing?</p>	<p>Phonemic/Phonological Awareness:</p> <p>Fundations: Unit 8: Blending/Reading, Segmenting/Spelling, Suffix -s, Sight Words, Vocabulary, Fluency, Blends, R-controlled vowels</p> <p>Unit 9: Blending/Reading, Segmenting/Spelling, Syllables, Vowel teams, Sight Words, Vocabulary, Fluency, Narrative Fiction vs. Informational Text</p> <p>Reading: Unit 4: Blend/Segment Sounds, Manipulate Sounds, Initial/Medial/Final Sounds, R-Controlled Vowels, Inflectional Endings, Trigraph, Vowel Digraphs, Diphthongs, Sight Words</p> <hr/> <p>Writing: Opinion Writing Cont.</p>	<ol style="list-style-type: none"> 1. Consonant Blends and Digraph Blends 2. Read and Spell words with up to 4 sounds 3. Suffix -s added to words with 4 sounds 4. R-controlled vowels: ar, or, er, ir, ur 5. Trick word recog. 6. Vocabulary 7. Read with accuracy and prosody <ol style="list-style-type: none"> 1. Closed syllable with short vowels 2. Closed syllable vs. Open syllable 3. Vowel teams: ai, ay, ee, ea, ey, oi, oy <ol style="list-style-type: none"> 1. Blending/Segmenting/Manipulate Phonemes in words. 2. Identify initial/medial/final sounds in words. 3. Identify R-controlled vowels: ar, er, ir, ur. 4. Identify inflectional endings: -es, -ed, -ing. 5. Identify trigraph: dge 6. Identify vowel digraphs: ai, ay, ea. 7. Identify diphthongs: ow, ou, oi, oy. 8. Identify and use sight words. <hr/> <ol style="list-style-type: none"> 1. Prewriting: What is an opinion? 2. How to state an opinion. 3. Details to support my opinion. 4. Use of "because" 5. Writing: Stretching words, use of Word Wall, complete sentences 6. Editing/Proofreading: Rereading, Adding information. 	<p>Fundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Teacher's Manual Teacher Created Activities/Materials</p> <hr/> <p>Writing: Anchor Charts Examples of opinions Examples of opinion writing Writing Rubric</p>	<p>Fundations Unit Tests Teacher Observations Independent Work Center Work</p> <hr/> <p>Student Work Teacher Observation</p>	
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	<p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/> <p>Grammar: Reading: Unit 4:</p> <p>How do I use verbs to show different tenses?</p> <p>How can I take 2 simple sentences to make a compound sentence?</p> <p>How do I know when words are related and can I understand what a word means if I know a related word?</p> <p>How can using antonyms help improve my speaking or writing?</p> <p>How can context clues help me understand other words or what I am reading?</p> <p>If I know what a word part means how can I use it to understand the meaning of a word?</p>	<p>Grammar: Reading: Unit 4: Verbs: Past/Future Tense Compound Sentences Related Words Antonyms Context Clues Word Parts</p>	<p>7. Illustration</p> <hr/> <ol style="list-style-type: none"> How to change a verb to show past, present and future tense Compound sentence is two simple sentences joined by a comma and a conjunction. Related words have the same word part. Identify and name antonyms. Context clues help us understand words we do not know. A word part can be added to words to make new words with different meanings. 	<p>Grammar: Anchor Charts Worksheets Teacher Modeling Word Games Teacher Created Materials/Activities</p>	<p>Student Work Teacher Observation Teacher Created Assessments</p>	
<p>March</p>	<p>Literacy/Reading: Continue Unit 4: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p>	<p>Literacy/Reading: Continue Unit 4: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p>	<hr/> <ol style="list-style-type: none"> Trick word recog. Vocabulary 	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher's Manual Teacher Created Materials</p> <hr/> <p>Foundations: Student Notebook</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests</p> <hr/> <p>Foundations Unit Tests Teacher Observations</p>	<p>Lang.: L.1, 1a, 1b, 1e, 1f, 1g, 1h, 1j, 2, 2a, 2b, 2d, 2e, 4, 4b, 4c, 5c, 6</p> <p>Rdg. Fdn.: RF.2, 2a, 2b, 2c, 2d, 3, 3b, 3c, 3d, 3f, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.1, 2, 3, 4, 9, 10</p>

	<p>How do fiction and informational texts differ?</p> <p>How does adding a suffix to a base word change the meaning of the word?</p> <p>How do I make a noun plural?</p> <p>What makes a vowel sound long?</p>	<p>Foundations: Unit 9 cont.</p> <p>Unit 10: Blending/Reading, Segmenting/Spelling, Suffixes, Vowel Teams, Sight Words, Vocabulary, Fluency</p> <p>Reading: Continue Unit 4: See Above</p>	<ol style="list-style-type: none"> 3. Read with accuracy and prosody 4. Narrative Fiction vs. Informational Text <ol style="list-style-type: none"> 1. Read and spell words with up to 5 sounds 2. Suffix -s added to words with up to 5 sounds 3. Suffixes -ed and -ing 4. Vowel Teams: oa, oe, ow, ou, oo, ue, ew, au, aw 5. Trick word recog. 6. Vocabulary 7. Read with accuracy and prosody 	<p>Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Teacher's Manual Teacher Created Materials/Activities</p>	<p>Independent Work</p>	<p>Rdg. Lit.: RL.1, 2, 5, 6, 7, 9, 10</p> <p>Spk/List.: SL.1, 1c, 2, 3, 4</p> <p>Writ.: W.2, 5, 6, 8</p>
	<p>Writing: How do I chose a topic for my writing?</p> <p>How do I organize my writing so it is easy for the reader to understand?</p> <p>How do I writing an engaging introduction?</p> <p>How do I provide a sense of closure to my writing?</p> <p>What elements of informational writing/text do I include?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p>	<p>Writing: Informational: Informational Text</p>	<ol style="list-style-type: none"> 1. Picking a topic - will match with our science unit on marine life. 2. What is informational text? 3. What text features does informational text have? 4. Research topic - take notes 5. Writing: Stretching words, use of Word Wall, complete sentences 6. Editing/Proofreading: Rereading, Adding information. 7. Illustration/Get pictures from computer and internet 8. Include text features: Title Page, Table of Contents, Glossary, Vocabulary, Labels, Diagram 9. Publish 	<p>Writing: Informational Text on marine life Anchor Charts for Text Features Example of Student Informational Text Writing Rubric Computers/iPads</p>	<p>Student Work Teacher Observation</p>	
<p>Grammar:</p>	<p>Grammar: Reading: Continue Unit 4:</p>		<p>Grammar: Word Games</p>	<p>Teacher Observation Student Work</p>		

	Reading: Continue Unit 4: See Above	See Above		Worksheets Anchor Charts Student Reading Book Teacher's Manual	Teacher Created Assessments	
April	Literacy/Reading: How do I know a text is informational text? How do I know a text is a persuasive text? How do I know a text is fiction? Why is it important to understand how a text is structured or organized? How does using text features help me understand what I am reading better? What is the theme, or big idea, in a story? <hr/> Phonemic/Phonological Awareness: Why is reading fluently important? Why is reading accurately important? How do I read multisyllabic words? How do I know what to include in my expository writing? How does blending/segmenting/manipulating phonemes help me read and spell? Can I distinguish between short and long vowel sounds and do I know and use their various spelling patterns?	Literacy/Reading: Units 5 Informational Text Persuasive Text Fiction Text Structure Text Features Theme <hr/> Phonemic/Phonological Awareness: Fundations: Unit 11: Blending/Reading, Segmenting/Spelling, Syllables, Long Vowels, Sight Words, Vocabulary, Fluency, Narrative Fiction vs. Informational Text Unit 12: Multisyllabic Words, Compound Words, Blending/Reading, Segmenting/Spelling, Sight Words, Fluency, Paragraph Structure Reading:	<ol style="list-style-type: none"> Informational text tells about real things, stating facts. Persuasive text gives an opinion and reasons to persuade readers. Fiction is made up stories. Text structure is the way information in a text is organized. Using text features helps us understand the text better. Theme is the big idea in a story. <hr/> <ol style="list-style-type: none"> VCE syllables Long vowel sounds Trick word recog. Vocabulary Read with accuracy and prosody Narrative Fiction vs. Informational Text <ol style="list-style-type: none"> A syllable in a multisyllabic word Compound Words Syllable division Reading and spelling words with 2 closed or closed and VCE syllables Paragraph Structure Trick word recog. Vocabulary Read with accuracy and prosody <ol style="list-style-type: none"> Blending/Segmenting/Manipulate Phonemes in words. 	Literacy/Reading: Anchor Charts Student Reading Book Teacher's Manual Teacher Created Activities/Materials <hr/> Fundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards Reading: Student Reading Book Teacher's Manual Teacher Created Materials/Activities	Student Work Teacher Observation Student Discussions Comprehension Tests <hr/> Foundations Unit Tests Teacher Observations Independent Work Teacher Created Assessments	Lang.: L.1, 1a, 1f, 1g, 1i, 1j, 2, 2b, 22c, d, 2e, 4, 4a, 4b, 5a, 5b Rdg. Fdn.: RF.1, 1a, RF.2, 2a, 2b, 2d, 3, 3b, 3c, 3d, 3e, 3g, 4, 4a, 4b, 4c Rdg. Inf. Txt.: RI.6, 7, 8, 10 Rdg. Lit.: RL.1, 2, 3, 4, 5, 10 Spk/List.: SL.2, 3, 4, 5, 6 Writ.: W.2, 5, 6, 8

	<p>How can learning a spelling pattern help me with writing?</p> <p>How does adding a prefix/suffix to a base word change the meaning of the word?</p> <hr/> <p>Writing: How do I chose a topic for my writing?</p> <p>How do I organize my writing so it is easy for the reader to understand?</p> <p>How do I writing an engaging introduction?</p> <p>How do I provide a sense of closure to my writing?</p> <p>What elements of informational writing/text do I include?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/> <p>Grammar: How can using adverbs help enhance my writing and speaking?</p> <p>How can I combine two sentences?</p> <p>How can using prepositions help</p>	<p>Unit 5: Blend/Segment/Manipulate Phonemes, Short/Long Vowels, Vowel Teams, Prefix/Suffix, Open/Closed Syllables, Sight Words</p> <hr/> <p>Writing: Informational: Informational Text Cont.</p> <hr/> <p>Grammar: Reading: Unit 5: Adverbs Transitions and Conjunctions Prepositions Prepositional Phrases Commas Related Words Antonyms Context Clues</p>	<ol style="list-style-type: none"> Distinguish short from long vowel sounds. Identify vowel teams: ue, ew, ui, oo, ou. Identify and use prefixes: re-, un- Identify and use suffixes: -er, -or, -ly, -ful. Identify open and closed syllable words. Identify and use sight words in reading and writing. <hr/> <ol style="list-style-type: none"> Picking a topic - will match with our science unit on marine life. What is informational text? What text features does informational text have? Research topic - take notes Writing: Stretching words, use of Word Wall, complete sentences Editing/Proofreading: Rereading, Adding information. Illustration/Get pictures from computer and internet Include text features: Title Page, Table of Contents, Glossary, Vocabulary, Labels, Diagram Publish <hr/> <ol style="list-style-type: none"> Adverbs tell about verbs, adjectives, and other adverbs. Transition words and conjunctions help connect two sentences Prepositions are words that show how the noun that follows it relates to other words in the sentence. 	<p>Writing: Informational Text on marine life Anchor Charts for Text Features Example of Student Informational Text Writing Rubric Computers/iPads</p> <hr/> <p>Grammar: Anchor Charts Worksheets Word Games Student Reading Book Teacher's Manual</p>	<p>Student Work Teacher Observation</p> <hr/> <p>Student Work Teacher Observation Teacher Created Assessment</p>	
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	<p>enhance my speaking and writing?</p> <p>When and why do we use commas in dates and in sentences?</p> <p>How do I know when words are related and can I understand what a word means if I know a related word?</p> <p>How can using antonyms help improve my speaking or writing?</p> <p>How can context clues help me understand other words or what I am reading?</p> <p>If I know what a word part means how can I use it to understand the meaning of a word?</p>	<p>Word Parts</p>	<ol style="list-style-type: none"> Prepositional phrases include a preposition. Using commas in dates and sentences. Related words have the same word part. Identify and name antonyms. Context clues help us understand words we do not know. A word part can be added to words to make new words with different meanings. 			
<p>May</p>	<p>Literacy/Reading: Continue Unit 5: See Above</p> <hr/> <p>Phonemic/Phonological Awareness: How do phonics skills help me decode or encode words quickly and accurately?</p> <p>How do I use new vocabulary words that have been taught?</p> <hr/> <p>Writing: How do I chose a topic for my writing?</p>	<p>Literacy/Reading: Continue Unit 5: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p> <p>Foundations: Unit 13: Multisyllabic Words, Suffixes, Blending/Reading, Segmenting/Spelling, Sight Words, Fluency</p> <p>Reading: Continue Unit 5: See Above</p> <hr/> <p>Writing: Informational: Informational Text Cont.</p>	<ol style="list-style-type: none"> Add suffix -s, -ed, -ing to multisyllabic words. Suffix -es added to basewords with closed syllables Trick word recog. Vocabulary Read with accuracy and prosody <hr/> <ol style="list-style-type: none"> Picking a topic - will match with our science unit on marine life. What is informational text? 	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher’s Manual Teacher Created Activities/Materials</p> <hr/> <p>Foundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Teacher’s Manual Anchor Charts</p> <hr/> <p>Writing: Informational Text on marine life</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests</p> <hr/> <p>Foundations Unit Tests Teacher Observations Independent Work</p> <hr/> <p>Student Work Teacher Observation</p>	<p>Lang.: L.1, 1a, 1f, 1g, 1i, 1j, 2, 2b, 2c, 2d, 2e, 4, 4a, 4b, 4c, 5b</p> <p>Rdg. Fdn.: RF.2, 2b, 2d, 3, 3b, 3d, 3e, 3f, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.4, 5, 6, 7, 8, 10</p> <p>Rdg. Lit.: RL.1, 2, 3, 4, 5, 10</p> <p>Spk/List.: SL.2, 3, 4, 5, 6</p> <p>Writ.: W.2, 5, 6, 8</p>

	<p>How do I organize my writing so it is easy for the reader to understand?</p> <p>How do I writing an engaging introduction?</p> <p>How do I provide a sense of closure to my writing?</p> <p>What elements of informational writing/text do I include?</p> <p>How do I use revising to ensure my writing makes sense and engages the reader?</p> <p>How do I use editing to ensure correct spelling, punctuation, and grammar in my writing?</p> <hr/> <p>Grammar: Reading: Continue Unit 5: See Above</p>	<p>Grammar: Reading: Continue Unit 5: See Above</p>	<ol style="list-style-type: none"> 3. What text features does informational text have? 4. Research topic - take notes 5. Writing: Stretching words, use of Word Wall, complete sentences 6. Editing/Proofreading: Rereading, Adding information. 7. Illustration/Get pictures from computer and internet 8. Include text features: Title Page, Table of Contents, Glossary, Vocabulary, Labels, Diagram 9. Publish <hr/>	<p>Anchor Charts for Text Features Example of Student Informational Text Writing Rubric Computers/iPads</p> <hr/> <p>Grammar: Anchor Charts Word Games Worksheets</p>	<hr/> <p>Student Work Teacher Observation Teacher Created Assessments</p>	
<p style="text-align: center;">June</p> <hr/> <p>Phonemic/Phonological Awareness: How do I edit my own writing?</p> <p>How do phonics skills help me decode or encode words quickly and accurately?</p> <hr/>	<p>Literacy/Reading: Finish Unit 5: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p> <p>Fundations: Unit 14: Blending/Reading, Segmenting/Spelling, Sight Words, Sentence structure, Proofreading</p> <p>Reading: Finish Unit 5: See Above</p>	<p>Literacy/Reading: Finish Unit 5: See Above</p> <hr/> <p>Phonemic/Phonological Awareness:</p> <p>Fundations: Unit 14: Blending/Reading, Segmenting/Spelling, Sight Words, Sentence structure, Proofreading</p> <p>Reading: Finish Unit 5: See Above</p>	<ol style="list-style-type: none"> 1. Word structure and concepts 2. Sentence construction and proofreading 3. Trick word recog. <hr/>	<p>Literacy/Reading: Anchor Charts Student Reading Book Teacher’s Manual Teacher Created Materials</p> <hr/> <p>Fundations: Student Notebook Letter and Sound cards Magnetic Letters Whiteboards</p> <p>Reading: Student Reading Book Teacher’s Manual Anchor Charts Teacher Created Activities</p>	<p>Student Work Teacher Observation Student Discussions Comprehension Tests</p> <hr/> <p>Fundations Unit Tests Teacher Observations Independent Work</p>	<p>Lang.: L.1, 1a, 1c, 1g, 1i, 1j, 2, 2a, 2b, 2d, 2e, 4, 4a, 4b, 5, 5b</p> <p>Rdg. Fdn.: RF.1, 1a, 2, 2a, 2b, 2d, 3, 3b, 3c, 3d, 3e, 3f, 3g, 4, 4a, 4b, 4c</p> <p>Rdg. Inf. Txt.: RI.4, 5, 6, 7, 8, 10</p> <p>Rdg. Lit.: RL.1, 2, 3, 4, 5, 10</p> <p>Spk/List.: SL. 2, 3, 4, 5, 6</p> <p>Writ.: W.MA.3.A, W.5</p>

	<p>Writing: What is poetry?</p> <p>How do I chose a topic for my poem?</p> <p>What are the elements used in poetry?</p> <hr/> <p>Grammar: Reading: Finish Unit 5: See Above</p>	<p>Writing: Poetry</p> <hr/> <p>Grammar: Reading: Finish Unit 5: See Above</p>	<hr/> <ol style="list-style-type: none"> 1. Prewriting: Listen and read many different types of poetry 2. Elements of poetry: rhyming, painting a picture in your mind, 3. Pick a topic: write words that make you think of that topic 4. Use the words to write lines of a poem. 5. Where might I need capital letters and punctuation? 6. Final draft of poem <hr/>	<p>Writing: Poetry books Rhyming Activities Anchor Charts for descriptive writing Writing Rubric</p> <hr/> <p>Grammar: Anchor Charts Word Games Worksheets</p>	<p>Student Work Teacher Observation</p> <hr/> <p>Teacher Observation Student Work Teacher Created Assessments</p>	
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