

Fall River Public Schools

Grade 1 ELA Unit 1

Curriculum Map

Consult pages S1-S3 before teaching unit 1 to establish literacy routines for your classroom. Teach these routines while building community and establishing the classroom learning environment. The routines below can be used with tasks and texts applicable for starting the school year. Use the [Instructional Routines Handbook](#) as a reference.

KEY ROUTINES

- Collaborative Conversations
- Close Reading
- Vocabulary
- Response
- Fluency
- Minilesson

S1-S3	Overview, Classroom Culture, Habits of Learning, Key Routines
S5	Routine for Collaborative Conversations
S8-S13	Routines for Close Reading, Accessing Complex Text, Vocabulary, Minilessons,
S16	Routine for Analytical Writing (response to reading)
S18-S20	Routines for Fluency, Research Process, and definitions for the 6 Syllable Types

S29	Routines for Genre Process Writing and Writers' Notebooks
S36	Close Reading routine for within and across texts.
S39	Decoding routine

Quick Links:

<u>Unit 1</u>
<u>Unit 1, Week 1</u> <u>Unit 1, Week 2</u> <u>Unit 1, Week 3</u> <u>Unit 1, Week 4</u> <u>Unit 1, Week 5</u>
<u>Unit 1 Resources</u>
District Benchmarks <u>Unit 1 Assessment</u> <u>Unit 1 Writing Prompt</u>

Unit # 1

Getting to Know Us

Big Idea: What Makes You Special?

Children learn to *think critically* as they explore texts related to the essential question.

Unit 1 Standards

Phonological Awareness

RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF3. Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF4. Read with sufficient accuracy and fluency to support comprehension.

Language

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

- a. Produce and expand simple and compound sentences.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

Reading Literature Standards

RL1. Ask and answer questions about key details in a text.

RL2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL3. Describe characters, settings, and major events in a story, using key details.

RL4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL7. Use illustrations and details in a story to describe its characters, setting, or events.

RL10. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

Reading Informational Text Standards

RI1. Ask and answer questions about key details in a text.

RI2. Identify the main topic and retell key details of a text.

RI5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI7. Use the illustrations and details in a text to describe its key ideas.

RI10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

Speaking and Listening

SL1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

when writing.

b. Use end punctuation for sentences.

d. Use commas in dates and to separate individual words in a series.

e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

L5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

b. Define words by category and by one or more key attributes

c. Identify real-life connections between words and their use

L6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

SL3. Construct viable arguments and respond to the reasoning of others.

SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL6. Produce complete sentences when appropriate to task and situation.

Writing

W2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

W5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Weekly Focus

Unit 1, Week 1- At School

Essential Question- *What do you do at your school?*

Anchor Text- *Nat and Sam*

Genre Focus- Realistic Fiction



In order to support students in accessing complex text, consider what makes this text complex.

Listening Comprehension Big Book

Anchor Text

Paired Selection

Organization - Does not have a traditional plot or single main character (T22)	n/a	n/a
Connection of Ideas - Connections between pages are not made explicit - each child has a different wish, but each relate to the school year (T22)		

Weekly Outcomes:

<u>Foundational Reading & Written Language Conventions</u>	<u>Comprehension and Language Development</u>
<u>Phonological/Phonemic Awareness:</u> - Identify rhyming words - Generate rhyming words - Isolate sounds in words - Blend sounds in words - Segment Phonemes <u>Phonics/Structural Analysis/Handwriting:</u> - Introduce/review short vowel a - Inflectional Ending -s - Handwriting: Aa <u>HFW:</u> - Identify and spell: does, not, school, what <u>Decodable Text:</u> - "Pam Can"; "Pack a Bag!" - Apply foundational skills in connected text <u>Fluency:</u> - Accuracy and Rate <u>Grammar and Mechanics:</u> - Understand and use complete sentences - Sentence capitalization	<u>During Concept Development:</u> Students will be able to use the new oral vocabulary (learn, subjects, common, object and recognize) to discuss the essential question of the week <u>Comprehension:</u> Students will be able to- - Use details in text and illustrations to visualize what happens in a story - Ask and answer questions about key details in a text - Understand how authors convey ideas through pictures and writing - Understand the elements of realistic fiction <u>Writing:</u> Students will be able to use text evidence to respond to a text.

Assessments:

[Unit 1 Week 1 Progress Monitoring Assessment](#)

Unit 1, Week 2- Where I Live

Essential Question- *What is it like where you live?*

Anchor Text- *Go, Pip!*

Genre Focus- Fantasy



In order to support students in accessing complex text, consider what makes this text complex.

Listening Comprehension Big Book	Anchor Text	Paired Selection
Organization - All story events occur on a walk through the neighborhood on one day (T106)	n/a	n/a
Prior Knowledge - Story is set in a Hispanic city neighborhood. Students may not be familiar with elements of the city (e.g., <i>salsa music, people selling food from a cart, and some Spanish words</i>) (T106)		

Weekly Outcomes:

Foundational Reading & Written Language Conventions

Phonological/Phonemic Awareness:

- Phoneme Blending
- Alliteration
- Phoneme Categorization
- Phoneme Segmentation

Phonics/Structural Analysis/Handwriting:

- Introduce/review short vowel *i*
- Double Final Consonants
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- Handwriting: li

HFW:

- Identify and spell: down, out, up, very

Comprehension and Language Development

During Concept Development:

Students will be able to use the new **oral vocabulary** (city, country bored, feast and scurried) to discuss the essential question of the week.

Comprehension:

Students will be able to-

- Use details in text and illustrations to visualize what happens in a story
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- Ask and answer questions about key details in a text
- Understand how authors convey ideas through pictures and writing

<u>Decodable Text:</u> - “Kim and Nick Zip!”; “Jill and Jim” - Apply foundational skills in connected text <u>Fluency:</u> - Accuracy and Rate <u>Grammar and Mechanics:</u> - Word Order - Sentence Punctuation (periods)	- Understand the elements of fantasy <u>Writing:</u> Students will be able to use text evidence to respond to a text.
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Assess:
[Unit 1 Week 2 Progress Monitoring Assessment](#)

Unit 1, Week 3 - Our Pets
Essential Question- *What makes a pet special?*
Anchor Text- *Flip*
Genre Focus- Fantasy



In order to support students in accessing complex text, consider what makes this text complex.

Listening Comprehension Big Book	Anchor Text	Paired Selection
Sentence Structure - Untraditional sentences and hyphenated adjectives may hinder comprehension (T190)	n/a	n/a
Connection of Ideas - Important to have students synthesize what is happening based on the text and illustrations to support comprehension (T190)		

Weekly Outcomes:

<u>Foundational Reading & Written Language Conventions</u> <u>Phonological/Phonemic Awareness:</u>	<u>Comprehension and Language Development</u> <u>During Concept Development:</u>
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- Phoneme Blending
- Phoneme Substitution
- Contrast Vowel Sounds
- Phoneme Segmentation

Phonics/Structural Analysis/Handwriting:

- Beginning Consonant Blends: l-blends
- Plural Nouns -s
- Handwriting: LL

HFW:

- Identify and spell: be, come, good, pull

Decodable Text:

- “Cliff Has a Plan”; “A Good Black Cat”
- Apply foundational skills in connected text

Fluency:

- Accuracy and Rate

Grammar and Mechanics:

- Statements
- Sentence Capitalization and Punctuation (periods)

Students will be able to use the new **oral vocabulary** (care, train, groom, companion and popular) to discuss the essential question of the week.

Comprehension:

Students will be able to-

- Use details in text and illustrations to visualize what happens in a story
- Ask and answer questions about key details in a text
- Understand how authors convey ideas through pictures and writing
- Understand the elements of fantasy

Writing:

Students will be able to write a narrative using the anchor text as a model.

Assess:

[Unit 1 Week 3 Progress Monitoring Assessment](#)

Unit 1, Week 4 - Let's Be Friends

Essential Question- *What do friends do together?*

Anchor Text- *Friends*

Genre Focus- Informational Text



In order to support students in accessing complex text, consider what makes this text complex.

Listening Comprehension Big Book	Anchor Text	Paired Selection
Purpose - The purpose may be lost because of the author's use of playful language and print to present facts about how animals move (T358)	n/a	n/a

Vocabulary

- Unfamiliar animal names - use illustrations to support (T358)

Weekly Outcomes:

Foundational Reading & Written Language Conventions

Phonological/Phonemic Awareness:

- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Deletion
- Identify and Generate Rhyme
- Phoneme Blending

Phonics/Structural Analysis/Handwriting:

- Short o
- Alphabetical Order
- Handwriting:Oo

HFW:

- Identify and spell: fun, make, they, too

Decodable Text:

- “Bob Is a Fun Pal”; “Dog and Fox”
- Apply foundational skills in connected text

Fluency:

- Accuracy and Rate

Grammar and Mechanics:

- Questions and Exclamations
- Question and Exclamation Marks

Comprehension and Language Development

During Concept Development:

Students will be able to use the new **oral vocabulary** (cooperate, relationship, deliver, chore and collect) to discuss the essential question of the week.

Comprehension:

Students will be able to-

- Ask and answer questions about key details in a text
- Identify key details in a text
- Understand how authors convey ideas through pictures and writing
- Understand the elements of nonfiction

Writing:

Students will be able to plan and draft a personal narrative.

Assess:

[Unit 1 Week 4 Progress Monitoring Assessment](#)

Unit 1, Week 5 - Let's Move!

Essential Question- *How does your body move?*

Anchor Text- *Move It!*

Genre Focus- Informational Text



In order to support students in accessing complex text, consider what makes this text complex.

Listening Comprehension Big Book	Anchor Text	Paired Selection
n/a	n/a	n/a

Weekly Outcomes:

Foundational Reading & Written Language Conventions

Phonological/Phonemic Awareness:

- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Blending

Phonics/Structural Analysis/Handwriting:

- Beginning Consonant Blends: r-blends and s-blends
- Possessives
- Handwriting:Ss

HFW:

- Identify and spell: jump, move, run, too

Decodable Text:

- “Snap, Skip, Trot!”; “Snip and Trip Can Move”
- Apply foundational skills in connected text

Fluency:

- Accuracy and Rate

Grammar and Mechanics:

- Writing Sentences
- Capitalization and Punctuation (periods, question marks, and exclamation marks)

Comprehension and Language Development

During Concept Development:

Students will be able to use the new **oral vocabulary** (physical, exercise, agree, exhausted and difficult) to discuss the essential question of the week.

Comprehension:

Students will be able to-

- Ask and answer questions about key details in a text
- Identify key details in a text
- Understand how authors convey ideas through pictures and writing
- Understand the elements of nonfiction

Writing:

Students will be able to revise; edit and proofread; publish, present, and evaluate a personal narrative.

Assess:

[Unit 1 Week 5 Progress Monitoring Assessment](#)

Unit 1, Week 6- Review Unit 1 content based on progress monitoring assessment data
Administer [Unit 1 Benchmark Assessment](#) (School-Based Assessment)

Supplemental Resources

Phonemic Awareness, Phonics, and Writing Conventions

Phonological/Phonemic Awareness:

Identify Rhyming Words

- ❖ Teacher's Edition-- T304, T318
- ❖ [Instructional Routine Handbook](#)- Identify and Generate Rhyme Routine p. 34
- ❖ [Phonological Awareness Assessment Tools and Strategies](#) by Yvette Zgonc p. 56-61
- ❖ [The Skills that they Need to Help Them Succeed](#) (Primary Version) by Michael Heggerty

Phoneme Isolation

- ❖ Teachers Edition-- T34, T52
- ❖ [Phonological Awareness Assessment Tools and Strategies](#) by Yvette Zgonc p. 92-97
- ❖ [The Skills that they Need to Help Them Succeed](#) (Primary Version) by Michael Heggerty
- ❖ [Instructional Routine Handbook](#) Phoneme Segmentation Routine p. 40

Phoneme Blending

- ❖ Teachers Edition-- T35, T44, T60, T67, T108, T128, T142, T150, T202, T226, T234, T310, T394, T403
- ❖ [Instructional Routine Handbook](#) Phoneme Blending Routine p. 39
- ❖ [Phonological Awareness Assessment Tools and Strategies](#) by Yvette Zgonc p. 110-115
- ❖ [The Skills that they Need to Help Them Succeed](#) (Primary Version) by Michael Heggerty

Phonics Resources

- ❖ [Recipe for Reading](#)- to pull additional words and sentences for teaching/reteaching
- ❖ [Instructional Routine Handbook](#) Sound-by-Sound Blending

Comprehension and Writing

Comprehension supports:

- ❖ [Project Read Comprehension Puzzle Pieces for Fiction](#)
- ❖ [Project Read Comprehension Puzzle Pieces for Nonfiction](#)

Writing Supports:

- ❖ Framing Your Thoughts
 - **Unit 1: Barebone Sentence**
 - [Sentence Frame](#)
 - [Subject Word](#)
 - [Predicate Word](#)

Supports for ELLs:

- ❖ Instructional Routines Handbook p. 177-203
- ❖ Visual Vocabulary cards
- ❖ ELL vocabulary cards
- ❖ Concept video
- ❖ Small group lessons on the Anchor Text
 - *This School Year Will Be the Best! T82-T83*
 - *Go, Pip! T170-T171*
 - *Flip T254-T255*
 - *Friends T338-T339*
 - *Move It! T422-T423*

Routine p. 50

- ❖ [Instructional Routine Handbook](#) Sound-Spelling Routine p. 52
- ❖ [Instructional Routine Handbook](#) Building Words Routine p. 53
- ❖ [Instructional Routine Handbook](#) Reading Decodables Routine p. 54

Writing Conventions Supports:

- ❖ Framing Your Thoughts
 - **Unit 1: Barebone Sentence**
 - [Sentence Frame](#)
 - [Subject Word](#)
 - [Predicate Word](#)

Assessment:

[Unit 1 Benchmark Assessment](#) - School-Based