Prairie -Hills Elementary School District 144

1st Grade ELA Curriculum Map (1st Quarter)

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Cluster: Literature Skills						
Standard(s)						
1.RL.1 Ask and answer questions about key details in a text.						
1.RL.2 Retell stories, including key details, and demonstrated understanding of their central mess	sage.					
1 RI .3 Describe characters, settings, and major events, using key details						
1. RL.7 Use illustrations and details in a story to describe its charaters, setting, or events.						
1. RL.9 Compare and contrast the adventures and experiences of characters in stories						
Learning Targets:		Academic Vocabula	ary	Resources	Assessments	Days
Students can retell important parts of the story using both pictures and words.	describe	resolution	main event	I-Ready Toolbox	I-Ready	10 days
Students can summarize the main idea.	character	plot	story	My View Unit 1	MAP	
Students can list chartacters, setting and main events from story using key details.	setting	events	problem	Reading a-z	Exit tickets	5 days
Students can compare and contrast characters and events in a story.	contrast	beginning		Readworks	My View assessments	8 days
	Feelings	middle		leveled libraries	DRA	
	Questions	end				
	Answer	retell				
	text	details				
Cluster: Informational Text						
Standard(s)						
1.Rl.1 Ask and answer questions about key details in a text. tie in with RL 1						
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in	a text. tie with R	L 9				
1.RI.5 Know and use various text features to locate key factors or information in a text. stand alo	ne					
1.RI.6 Distinguish between information provided by pictures or other illustrations and information	provided by the wo	rds in a text.				
1.RI.7 Use the illustrations and details in a text to describe its key details.						
1.RI.8 identify the reasons an author gives to support points in a text.						
1.RI.10 With prompting and support, read informational texts appropriate for grade 1.						
Learning Targets:	Academic Vo	cabulary		Resources	Assessments	Days
Students can ask questions about key details in a text.	Details in	troduce nonfictio	on bold print	My View Unit 1	MAP	
Students can state how two events, people, ideas or facts are related.	Describe f	acts comparisor	glossary	I-Ready Toolbox	My view assessments	
Students can use text features to find information.	inform no	nfction identify hea	adings events	Reading a-z	I_ready	
Students can cite evidence from the text.	instructions	text label maps	diagram	Read Works	DRA	
Students can read and listen to informational texts.				Leveled Readers	Exit Tickets	
Cluster: Foundational Skills				•		
Standard(s)						
1.RF.1 Demonstrate understanding of the organization and basic features of print.						
1.RF.2 Desmonstrate understanding of spoken words, syllables and sounds.						
1.RF.3 Know and apply grade level phonics and word analysis skills in decoding texts						
1.RF.4 Read with sufficent accuracy and fluency to support comprehension.						
Learning Targets:	Academic Vo	cabulary		Resources	Assessments	Days
Students can find the beginning and end of sentences.	Letters Vov	vel Consonant	Sound	Jolly Phonics	I-Ready	
Students can hear and say short vowel sounds.	beginning sou			Heggerty	DRA	
Students can hear and say sounds beginning, middle, and end of words.		sight words		My View Unit 1	MAP	
Students can say the sounds in words.				Reading a-z	Formative Assessments	
Students can break words apart				Leveled Readers	Sight Word Assessments	
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Students can say First Grade Sight Words				I-Ready		
Cluster: Writing (Narrative)				Inteady		
Standard(s)					- dama tala	
1.W.3 Write narratives in which they reaccount two or more appropriately sequenced events, include		• • •	• • •	~	na provide some sese of closure.	
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestion				eded,		
1.W.6 With guidance and support from adults , usea a variety of digital tools to produce and publish u			•			
1.W.8 With guidance and support from adults, recall information from expeirences or gather informat			er questions.		[• • • -	Dura
Learning Targets:	Academic Vo	cabulary		Resources	Assessments	Days
Students can write about the order of things that happened	author plot	problem low	ver case	Narrative journal prompts	Narrative writing sample graded with rubric	
Students can use words that show order	writing solu	tion narrative up	per case	Mentor Texts		
Students can use suggestions to add details to make thier writing better with help	begining sen	tance revise pune	ctuation	I-Ready		
Students can use technology to help write a story and share thier writing.	middle details	s sentance structu	ure revise	My View Unit 1 Weeks 1-6		
Students can answer questions about their writing with help from adults.	ending					
1st Grade E	LA Curric	ulum Map	(2nd Qua	irter)		
Cluster: Literature Skills Ongoing						
Standard(s)						
1.RL.1 Ask and answer questions about key details in a text.						
1.RL.2 Retell stories, including key details, and demonstrated understanding of their central message	ə.					
1 RI .3 Describe characters, settings, and major events, using key details						
1RI.6 Identify who is telling the story at various point in a text						
1. RL.7 Use illustrations and details in a story to describe its charaters, setting, or events.						
1. RL.9 Compare and contrast the adventures and experiences of characters in stories						
1. RL.9 Compare and contrast the adventures and experiences of characters in stories Learning Targets:	Academic Vo	cabulary		Resources	Assessments	Weeks
	Academic Voo details	resolution	plot	Resources I-Ready Toolbox	Assessments I-Ready	Weeks
Learning Targets:	-		plot beginning			Weeks
Learning Targets: Students can retell important parts of the story using both pictures and words.	details	resolution		I-Ready Toolbox	I-Ready	Weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea.	details describe	resolution events	beginning	I-Ready Toolbox My View Unit 2	I-Ready MAP	Weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details.	details describe character	resolution events middle	beginning end	I-Ready Toolbox My View Unit 2 Reading a-z	I-Ready MAP Exit tickets	Weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details.	details describe character setting	resolution events middle contrast	beginning end Feelings	I-Ready Toolbox My View Unit 2 Reading a-z Readworks	I-Ready MAP Exit tickets My View assessments	Weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details.	details describe character setting Questions	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks Ieveled libraries	I-Ready MAP Exit tickets My View assessments	Each standard
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details.	details describe character setting Questions text	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning	I-Ready MAP Exit tickets My View assessments	Each standard should be
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details.	details describe character setting Questions text	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2	I-Ready MAP Exit tickets My View assessments	Each standard
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details.	details describe character setting Questions text	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning My Own Goal Book	I-Ready MAP Exit tickets My View assessments	Each standard should be covered in two
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story.	details describe character setting Questions text	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning My Own Goal Book	I-Ready MAP Exit tickets My View assessments	Each standard should be covered in two
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going)	details describe character setting Questions text	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning My Own Goal Book	I-Ready MAP Exit tickets My View assessments	Each standard should be covered in two
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s)	details describe character setting Questions text problem	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning My Own Goal Book	I-Ready MAP Exit tickets My View assessments	Each standard should be covered in two
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.Rl. 1 Ask and answer questions about key details in a text.	details describe character setting Questions text problem	resolution events middle contrast Answer	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning My Own Goal Book	I-Ready MAP Exit tickets My View assessments	Each standard should be covered in two
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.RI.1 Ask and answer questions about key details in a text. 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	details describe character setting Questions text problem	resolution events middle contrast Answer main event	beginning end Feelings retell	I-Ready Toolbox My View Unit 2 Reading a-z Readworks leveled libraries Imagine Learning My Own Goal Book	I-Ready MAP Exit tickets My View assessments	Each standard should be covered in two
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Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.RL1 Ask and answer questions about key details in a text. 1.RL5 Know and use various text features to locate key factors or information in a text. 1.RL6 Distinguish between information provided by pictures or other illustrations and pictures or other illustrations and pictures or othere	details describe character setting Questions text problem ext. vided by the wor Academic Voo	resolution events middle contrast Answer main event	beginning end Feelings retell	I-Ready Toolbox My View Unit 2_ Reading a-z Readworks Ieveled libraries Imagine Learning My_Own Goal Book Education.com	I-Ready MAP Exit tickets My View assessments DRA	Each standard should be covered in two weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.RI.1 Ask and answer questions about key details in a text. 1.RI.5 Know and use various text features to locate key factors or information in a text. 1.RI.6 Distinguish between information provided by pictures or other illustrations and information pro	details describe character setting Questions text problem ext. vided by the wor Academic Voo Details int Describe fa	resolution events middle contrast Answer main event ds in a text. cabulary troduce nonfict acts compariso	beginning end Feelings retell story	I-Ready Toolbox My_View_Unit 2 Reading a-z Readworks Ieveled libraries Imagine Learning_ My_Own_ Goal Book Education.com Resources	I-Ready MAP Exit tickets My View assessments DRA I	Each standard should be covered in two weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.Rl.1 Ask and answer questions about key details in a text. 1.Rl.5 Know and use various text features to locate key factors or information in a text. 1.Rl.6 Distinguish between information provided by pictures or other illustrations and information pro Learning Targets: Ask and answer questions about key details in a text.	details describe character setting Questions text problem ext. vided by the wor Academic Voo Details int Describe fa	resolution events middle contrast Answer main event	beginning end Feelings retell story	I-Ready Toolbox My_View_Unit 2 Reading a-z Readworks leveled libraries Imagine Learning_ My_Own	I-Ready MAP Exit tickets My View assessments DRA Image: Second Seco	Each standard should be covered in two weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.Rl.1 Ask and answer questions about key details in a text. 1.Rl.5 Know and use various text features to locate key factors or information in a text. 1.Rl.6 Distinguish between information provided by pictures or other illustrations and information pro Learning Targets: Ask and answer questions about key details in a text. Describe the connections between two individuals, events, ideas or pieces of information pro Learning Targets: Ask and answer questions about key details in a text.	details describe character setting Questions text problem ext. vided by the wor Academic Voo Details int Describe fa	resolution events middle contrast Answer main event distint a text. cabulary troduce nonfict acts comparise fiction identify here	beginning end Feelings retell story 	I-Ready Toolbox My_View_Unit 2 Reading a-z Readworks leveled libraries Imagine Learning_ My_Own_ Goal Book Education.com Resources My View Unit 1 weeks 2,3,5 I-Ready Toolbox	I-Ready MAP Exit tickets My View assessments DRA Image: Imag	Each standard should be covered in two weeks
Learning Targets: Students can retell important parts of the story using both pictures and words. Students can summarize the main idea. Students can list chartacters, setting and main events from story using key details. Students can compare and contrast characters and events in a story. Cluster: Informational Text (On Going) Standard(s) 1.Rl.1 Ask and answer questions about key details in a text. 1.Rl.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.Rl.6 Distinguish between information provided by pictures or other illustrations and information pro Learning Targets: Ask and answer questions about key details in a text. Logicible the connections between two individuals, events, ideas or pieces of information pro Learning Targets: Ask and answer questions about key details in a text. Describe the connections between two individuals, events, ideas or pieces of informational in a text. Know and use various text features to locate key facts or information in a text.	details describe character setting Questions text problem ext. vided by the wor Academic Voo Details ini Describe fa inform nor	resolution events middle contrast Answer main event distint a text. cabulary troduce nonfict acts comparise fiction identify here	beginning end Feelings retell story 	I-Ready Toolbox My_View_Unit 2 Reading a-z Readworks leveled libraries Imagine Learning_ My_Own_ Goal Book Education.com Resources My View Unit 1 weeks 2,3,5 I-Ready Toolbox Reading a-z	I-Ready MAP Exit tickets My View assessments DRA Image: Second Seco	Each standard should be covered in two weeks

Standard(s)				
1.RF.1 Demonstrate understanding of the organization and basic features of print.				
1.RF.2 Desmonstrate understanding of spoken words, syllables and sounds.				
1.RF.3 Know and apply grade level phonics and word analysis skills in decoding texts				
1.RF.4 Read with sufficent accuracy and fluency to support comprehension.				
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Students can find the beginning and end of sentences.	Letters Vowel Consonant Sound	Jolly Phonics	I-Ready	
Students can hear and say short vowel sounds.	beginning sound ending sound Tracking	Heggerty	DRA	
Students can hear and say sounds beginning, middle, and end of words.	Short vowel sight words	My View Unit 1 weeks 1-6	MAP	
Students can say the sounds in words.		Reading a-z	Formative Assessments	
Students can break words apart		Leveled Readers	Sight Word Assessments	
Students can say First Grade Sight Words		I-Ready		On Going
Cluster: Writing (Explantory)				
Standard(s)				
1.W.2 Write informative/explantory text in which they name a topic, supply some facts about t	he topic,and provide some sense of closure			
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and sugg	gestions from peers, and details to strengthen writing as r	needed,		
1.W.6 With guidance and support from adults , usea a variety of digital tools to produce and pu	ublish writing, includiing colaboration with peers.			
1.W.8 With guidance and support from adults, recall information from expeirences or gather in	formation from provided sources to answer questions.			
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Students can write about the order of things that happened	author plot problem lower case	Narrative journal prompts	Narrative writing sample graded	
Students can use words that show order	writing solution narrative upper case	Mentor Texts	with a rubric.	
Students can use suggestions to add details to make thier writing better with help	begining sentance revise punctuation	I-Ready		
Students can use technology to help write a story and share thier writing.	middle details sentance structure revise	My View Unit 1 Weeks 1-6		
Students can answer questions about their writing with help from adults.	ending			Ongoing
1st Grad	le ELA Curriculum Map (3rd Qu	arter)		
Cluster: Literature Skills				

Cluster: Literature Skills

Standard(s)
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1.RL.4 Indentify words and phrases in stories or poems demostrate understanding of their central message or lesson

1.RL.10 With prompting and support, read prose and poerty of appropriate complexity for grade 1.

1.RL. 5 Explain major differences between books that tell stories and books that give information, drawing ona wide reading of a range of text types.

1.RL.1 Ask and answer questions about key details in a text.

1.RL.2 Retell stories, including key details, and demonstrated understanding of their central message.

1 RI .3 Describe characters, settings, and major events, using key details

1RI.6 Identify who is telling the story at various point in a text

1. RL.7 Use illustrations and details in a story to describe its charaters, setting, or events.

1. RL.9 Compare and contrast the adventures and experiences of characters in stories

Learning Targets:	Academic Voca	bulary		Resources	Assessments	Days
Students can retell important parts of the story using both pictures and words.	details	resolution	Answer	I-Ready Toolbox	I-Ready	
Students can summarize the main idea.	describe	plot	text	My View Unit 2	MAP	
Students can list chartacters, setting and main events from story using key details.	character	events	main event	Reading a-z	Exit tickets	
Students can compare and contrast characters and events in a story.	setting	beginning	story	Readworks	My View assessments	
	contrast	middle	problem	leveled librarieS	DRA	
	Feelings	end	retell	Imagine Learning		
	Questions			<u>My Own</u>		Each standard
				Goal Book		should be worked on for
				Education.com		two weeks

Cluster: Informational Text		· · · · · · · · · · · · · · · · · · ·		
Standard(s)				
1.RI.1 Ask and answer questions about key details in a text.				
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of informatio	n in a text			
1.RI.5 Know and use various text features to locate key factors or information in a text.				
1.RI.6 Distinguish between information provided by pictures or other illustrations and informati	ion provided by the words in a text			
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Ask and answer questions about key details in a text.	Details introduce nonfiction bold print	My View Unit 3	MAP	
Describe the connections between two individuals, events, ideas or pieces of informational in		I-Ready Toolbox	My view assessments	
Know and use various text features to locate key facts or information in a text.	inform nonfction identify headings events	Reading a-z	I ready	
Use the illustrations and details in a text to describe its key ideas	instructions text label maps diagram	Read Works	DRA	
		Leveled Readers	Exit Tickets	
Cluster: Foundational Skills				
Standard(s)				
1.RF.1 Demonstrate understanding of the organization and basic features of print.				
1.RF.2 Desmonstrate understanding of the organization and basic relations of print.				
1.RF.3 Know and apply grade level phonics and word analysis skills in decoding texts				
1.RF.4 Read with sufficent accuracy and fluency to support comprehension.				
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Students can find the beginning and end of sentences.	Letters Vowel Consonant Sound	Jolly Phonics	I-Ready	
Students can hear and say short vowel sounds.	beginning sound ending sound Tracking	Heggerty	DRA	
Students can hear and say sounds beginning, middle, and end of words.	Short vowel sight words	My View Unit 1 weeks 1-6	MAP	
Students can say the sounds in words.		Reading a-z	Formative Assessments	
Students can break words apart		Leveled Readers	Sight Word Assessments	
Students can say First Grade Sight Words		I-Ready		
Cluster: Writing (Explantory)				
Standard(s)				
1.W.2 Write informative/explantory text in which they name a topic, supply some facts about t	he tonic and provide some sense of closure			
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and sug	• • •	hehed		
1.W.6 With guidance and support from adults, locas on a topic, respond to questions and sug-				
1.W.8 With guidance and support from adults, recall information from expeirences or gather in				
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Students can write about the order of things that happened	author plot problem lower case	Narrative journal prompts	Narrative writing sample graded	
Students can use words that show order	writing solution narrative upper case	Mentor Texts	with a rubric.	
Students can use suggestions to add details to make thier writing better with help	begining sentance revise punctuation	I-Ready		
Students can use technology to help write a story and share thier writing.	middle details sentance structure revise	My View Unit 1 Weeks 1-6		
Students can answer questions about their writing with help from adults.	ending			
1st Grad	le ELA Curriculum Map (4th Qua	arter)		
Cluster: Literature Skills				
Standard(s)				
1.RL.4 Indentify words and phrases in stories or poems demostrate understanding of their ce	ntral message or lesson			
1.RL.10 With prompting and support, read prose and poerty of appropriate complexity for gra	de 1.			
1.RL. 5 Explain major differences between books that tell stories and books that give information	ation,drawing ona wide reading of a range of text types.			
1 PL 1 Ack and answer questions about key details in a text				

1.RL. 5 Explain major differences between books that tell stories and books that give information,draw
 1.RL.1 Ask and answer questions about key details in a text.
 1.RL.2 Retell stories, including key details, and demonstrated understanding of their central message.

1 RI .3 Describe characters, settings, and major events, using key details

1RI.6 Identify who is telling the story at various point in a text				· ·		
1. RL.7 Use illustrations and details in a story to describe its charaters, setting, or events.						
1. RL.9 Compare and contrast the adventures and experiences of characters in stories						
Learning Targets:	Academic Vo	ocabulary		Resources	Assessments	Days
Students can retell important parts of the story using both pictures and words.	details	resolution	experience	I-Ready Toolbox	I-Ready	
Students can summarize the main idea.	describe	plot	necessary	My View Unit 4 and 5	MAP	
Students can list chartacters, setting and main events from story using key details.	character	events	record	Reading a-z	Exit tickets	
Students can compare and contrast characters and events in a story.	setting	beginning	supply	Readworks	My View assessments	
Students will be able to read a biography	contrast	middle	main event	leveled libraries	DRA	
	Feelings	end	story	Imagine Learning	Edulastic	
	Questions	retell	problem	<u>MyOn</u>		
	Answer	process	except	Goal Book		Each standar
	text	information		Education.com		should be
				Seesaw		weeks
Cluster: Informational Text						
Standard(s)						
1.RI.1 Ask and answer questions about key details in a text.						
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information	ation in a text.					
1.RI.5 Know and use various text features to locate key factors or information in a text.						
1.RI.6 Distinguish between information provided by pictures or other illustrations and inform	mation provided by the wo	ords in a text.				
_earning Targets:	Academic Vo	ocabulary		Resources	Assessments	Days
Ask and answer questions about key details in a text.	Details ir	ntroduce nonfictio	n bold print	My View Unit 4/5	MAP	
Describe the connections between two individuals, events, ideas or pieces of	Describe	facts comparison	glossary	I-Ready Toolbox	My view assessments	
informational in a text.	inform no	onfction identify hea	idings events	Reading a-z	I ready	
Know and use various text features to locate key facts or information in a text.	instructions			Read Works	DRA	
			0		Informal/Formal Teacher	
Use the illustrations and details in a text to describe its key ideas				Leveled Readers	assessment	
				SeeSaw		
Cluster: Foundational Skills						
Standard(s)						
1.RF.1 Demonstrate understanding of the organization and basic features of print.						
1.RF.2 Desmonstrate understanding of spoken words, syllables and sounds.						
1.RF.3 Know and apply grade level phonics and word analysis skills in decoding texts						
1.RF.4 Read with sufficent accuracy and fluency to support comprehension.						
Learning Targets:	Academic Vo	ocabulary		Resources	Assessments	Days
Students can find the beginning and end of sentences.	Letters Vo	wel Consonant	Sound	Heggerty	I-Ready	on going
Students can hear and say short vowel sounds.	beginning sou	und ending sound	Tracking	My View Unit 4/5	DRA	
Students can hear and say sounds beginning, middle, and end of words.	Short vowel	sight words		Reading a-z	MAP	
Students can say the sounds in words.				Leveled Readers	Formative Assessments	
Students can break words apart				I-Ready	Sight Word Assessments	
Students can say First Grade Sight Words						
Cluster: Writing						
Standard(s)						
1. W.1: Write opinion pieces in which they introduce the topic or name the book they are w	riting about, state an opin	nion, supply a reason f	for			
the opinion, and provide some senses of closure						
1.W.7: Participate in shared research and writing projects (e.g., "how-to" books)						
1.W.6 With guidance and support from adults , usea a variety of digital tools to produce an	1 0,	<u> </u>				
1.W.8 With guidance and support from adults, recall information from expeirences or gathe	er information from provid	ed sources to answer	questions.			

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Students can write a how to book	biographies	Weekly Journal Prompts	Informal /Formal assessment with	on going
Students can write a narrative non fiction	sequential order	Mentor Texts	district rubric	
Students can use suggestions to add details to make thier writing better with help	how to	I-Ready		
Students can use technology to help write a story and share thier writing.	narrative non fiction	My view		
Students can answer questions about their writing with help from adults.				