

Prairie -Hills Elementary School District 144

1st Grade ELA Curriculum Map (1st Quarter)

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 message.
- 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 Vocabulary			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.RI.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 RL 9
- 1.RI.5 Know and use various text features to locate key factors or information in a text. stand alone
- 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words 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 Vocabulary			Resources	Assessments	Days
Students can ask questions about key details in a text.	Details	introduce	nonfiction bold print	My View Unit 1	MAP	
Students can state how two events, people, ideas or facts are related.	Describe	facts	comparison glossary	I-Ready Toolbox	My view assessments	
Students can use text features to find information.	inform	nonfiction	identify headings 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 sufficient 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	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		
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Cluster: Writing (Narrative)

Standard(s)

- 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and details to strengthen writing as needed,
- 1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- 1.W.8 With guidance and support from adults, recall information from experiences or gather information 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 with rubric	
Students can use words that show order	writing solution narrative upper case	Mentor Texts		
Students can use suggestions to add details to make their writing better with help	beginning sentence revise punctuation	I-Ready		
Students can use technology to help write a story and share their writing.	middle details sentence structure revise	My View Unit 1 Weeks 1-6		
Students can answer questions about their writing with help from adults.	ending			

1st Grade ELA Curriculum Map (2nd Quarter)

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.
- 1.RI.3 Describe characters, settings, and major events, using key details
- 1.RI.6 Identify who is telling the story at various points in a text
- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories

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

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.
- 1.RI.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.6 Distinguish between information provided by pictures or other illustrations and information 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 1 weeks 2,3,5	MAP	On Going
Describe the connections between two individuals, events, ideas or pieces of informational in a text.	Describe facts comparison glossary	I-Ready Toolbox	My view assessments	
Know and use various text features to locate key facts or information in a text.	inform nonfiction 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 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 sufficient 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	On Going
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 (Explanatory)

Standard(s)				
1.W.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure				
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and details to strengthen writing as needed,				
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.				
1.W.8 With guidance and support from adults, recall information from experiences or gather information 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	Ongoing
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 their writing better with help	begining sentence revise punctuation	I-Ready		
Students can use technology to help write a story and share their writing.	middle details sentence structure revise	My View Unit 1 Weeks 1-6		
Students can answer questions about their writing with help from adults.	ending			

1st Grade ELA Curriculum Map (3rd Quarter)

Cluster: Literature Skills

Standard(s)				
1.RL.4 Identify words and phrases in stories or poems demonstrate understanding of their central message or lesson				
1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
1.RL. 5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				
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 Vocabulary	Resources	Assessments	Days
Students can retell important parts of the story using both pictures and words.	details resolution Answer	I-Ready Toolbox	I-Ready	Each standard should be worked on for two weeks
Students can summarize the main idea.	describe plot text	My View Unit 2	MAP	
Students can list characters, 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	My Own		
		Goal Book		
		Education.com		

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 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 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 a text.	Describe facts comparison glossary	I-Ready Toolbox	My view assessments	
Know and use various text features to locate key facts or information in a text.	inform nonfiction 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 Demonstrate 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 sufficient 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 (Explanatory)				
Standard(s)				
1.W.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure				
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and details to strengthen writing as needed.				
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.				
1.W.8 With guidance and support from adults, recall information from experiences or gather information 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 their writing better with help	beginning sentence revise punctuation	I-Ready		
Students can use technology to help write a story and share their writing.	middle details sentence structure revise	My View Unit 1 Weeks 1-6		
Students can answer questions about their writing with help from adults.	ending			
1st Grade ELA Curriculum Map (4th Quarter)				
Cluster: Literature Skills				
Standard(s)				
1.RL.4 Identify words and phrases in stories or poems demonstrate understanding of their central message or lesson				
1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
1.RL. 5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				
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 Vocabulary			Resources	Assessments	Days
Students can retell important parts of the story using both pictures and words.	details	resolution	experience	I-Ready Toolbox	I-Ready	Each standard should be covered for 2 weeks
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	MyOn		
	Answer	process	except	Goal Book		
	text	information		Education.com		
				Seesaw		
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 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 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 4/5	MAP
Describe the connections between two individuals, events, ideas or pieces of informational in a text.	Describe	facts	comparison	glossary	I-Ready Toolbox	My view assessments
Know and use various text features to locate key facts or information in a text.	inform	nonfiction	identify	headings	Reading a-z	I_ready
Use the illustrations and details in a text to describe its key ideas					Leveled Readers	Informal/Formal Teacher 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 sufficient 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	Heggerty	I-Ready
Students can hear and say short vowel sounds.	beginning sound	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 writing about, state an opinion, supply a reason 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 , use a variety of digital tools to produce and publish writing, including colaboration with peers.						
1.W.8 With guidance and support from adults, recall information from expeirences or gather information from provided 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.				