

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
Constant Standards *Taught every quarter	1.RF.2.3 Recognize the components of a sentence (e.g., <i>capitalization, first word, ending punctuation</i>). 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words. 1.RF.3.5 Segment the individual sounds in one-syllable words. Segment the individual sounds in one-syllable words.	1.RL.2.1 Ask and answer questions about main idea and key details in a text. 1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. 1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i>).	1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text. 1.RN.2.2 Retell main ideas and key details of a text. 1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., <i>sequential</i>) or to explain a simple cause and effect relationship.	1.RV.2.1 Demonstrate understanding that context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>glossaries, illustrations</i>) may be used to help understand unknown words. 1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell). 1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. 1.W.4 Apply the writing process to – <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers. • Use available technology to publish legible documents. 1.W.6.1 Demonstrate command of English grammar and usage, focusing on: <ul style="list-style-type: none"> 1.W.6.1a Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b Verbs Writing sentences using verbs to convey a sense of past, present, and future. 	1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. 1.SL.2.3 Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks. 1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.3.2 Ask and answer questions about what a speaker says to clarify something that is not understood. 1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events. 1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	<p style="color: red;">1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>), independent of context.</p> <p style="color: red;">1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p> <p style="color: red;">1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have, said</i>).</p> <p style="color: green;">1.RF.4.5 Read words in common word families (e.g., <i>-at, -ate</i>).</p>				<p style="color: green;">1.W.6.1c Adjectives/ Adverbs <i>Standard begins at second grade.</i></p> <p style="color: green;">(2.W.6.1c <i>Writing sentences that use adjectives and adverbs)</i></p> <p style="color: green;">1.W.6.1d Prepositions – Standard begins at fourth grade.</p> <p style="color: red;">(4.W.6.1d <i>Writing sentences that include prepositions, explaining their functions in the sentence)</i></p> <p style="color: red;">1.W.6.1e Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p style="color: red;">1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p style="color: red;">1.W.6.2a Capitalization Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i>.</p> <p style="color: red;">1.W.6.2b Punctuation Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series.</p> <p style="color: red;">1.W.6.2c Spelling Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p style="color: black;">1.ML.2.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</p>

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level				Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	
Spiral Standards *Reviewed Quarterly	1.RF.2.4 Learn and apply knowledge of alphabetical order. 1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.	1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting. 1.RL.2.4 Make and confirm predictions about what will happen next in a story. 1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	1.RN.3.1 Know and use various text features (e.g., <i>table of contents, glossary, illustrations</i>) to locate and describe key facts or information in a text. 1.RN.4.1 Identify the reasons the author gives to support points in a text.	1.RV.2.2 Define and sort words into categories (e.g., <i>antonyms, living things, synonyms</i>). 1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	1.SL.2.4 Ask questions to clarify information about topics and texts under discussion. 1.SL.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
New (Focus) Standards *Introduced in a Quarter	1.RF.4.6 Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look, -ed, -ing, -s, -er, -est</i>), and simple compound words (e.g., <i>cupcake</i>) and contractions (e.g., <i>isn't</i>).	1.RL.3.2 Identify who is telling the story at various points in a text.	1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.	N/A	1.W.5 With support, conduct simple research on a topic. <ul style="list-style-type: none"> • Identify several sources of information and indicate the sources. • Organize information, using graphic organizers or other aids. • Make informal presentations on information gathered. 	1.SL.4.3 Give and follow three- and four-step directions.
Essential Skills	1.RF.2.3 *Know that sentences begin with a capital letter *Know that a sentence contains a complete thought *Know that sentences need end punctuation such as a period, question mark, or exclamation point 1.RF.2.4 *Know how to place words into alphabetical order	1.RL.2.1 *Ask questions *Answer questions (who, what, why, when, where) *Give details *Read for details 1.RL.2.2 *Understand key details *Understand sequential order *Identify and verbalize key details and main ideas within the story *Retell the story in sequential order	1.RN.2.1 *Understand how to ask and answer a question about text *Respond in clear, focused sentences *Answer who, what, where, when, and how questions *Identify main events, and key details within a text 1.RN.2.2 *Identify topics within text *Identify main ideas, key details in text *Understand how to retell text, recounting key details	1.RV.2.1 *Understand and know many common words *Understand that some words have other meanings *Use context and/or pictures to help determine a new meaning for a known word 1.RV.2.2 *Understand synonyms and antonyms *Understand the relationship between groups of words *Sort words into categories	1.W.2.1 *Write all upper and lowercase letters legibly 1.W.3.2 *Write complete sentences *Retell orally a familiar event or experience by noting details *Identify facts within text *Select a topic of interest to write about *Tell what they are writing about *Organize their ideas so they can be written logically	1.SL.2.1 & 1.SL.2.3 *Know that when talking there are rules we follow such as, not interrupting when another person is speaking *Know that when listening to someone, we need to look at them *Know that when we are listening to someone, we need to respond about the same thing *Realize when listeners become confused 1.SL.2.4 *Ask questions for clarity 1.SL.2.5 *Listen and respond in a conversation

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	<p>1.RF.3.2 *Know how to sound out single- and multi-syllable words</p> <p>1.RF.3.3 *Know how to change single-syllable words by adding, deleting, or substituting sounds</p> <p>1.RF.3.4 *Identify phonemes in the initial, medial, and final position in spoken single-syllable words</p> <p>*Articulate simple decodable words, identifying all phonemes in the initial, medial and final position</p> <p>1.RF.3.5 *Segment phonemes in proper order (e.g., c-a-t=cat)</p> <p>1.RF.4.1 *Know the sound symbol correspondence of all short and long vowel sounds</p>	<p>*Identify and verbalize the problem or conflict in the story and how it was solved</p> <p>1.RL.2.3 *Understand character</p> <p>*Identify characters within the story, including main and minor character</p> <p>*Identify and verbalize major story events citing key details</p> <p>*Identify key events and details of story in sequential order</p> <p>*Understand and identify story setting</p> <p>*Understand what is the lesson or moral in a story</p> <p>1.RL.2.4 *Make and confirm predictions</p> <p>1.RL.3.1 *Identify story structure</p> <p>*Recognize common genres: Fable, Narrative, Fairytale, Poem/Rhyme</p>	<p>1.RN.2.3 *Understand the purpose and structure of informational text</p> <p>*Use written and graphic elements to derive meaning</p> <p>*Connect individuals and events within text</p> <p>*Describe main ideas in text</p> <p>*Distinguish what is an important piece of information</p> <p>*Link people and their ideas</p> <p>1.RN.3.1 *Identify headings and their purposes</p> <p>*Identify and use table of contents and/or glossary to locate facts</p> <p>*Understand computer icons and menus to locate information</p> <p>*Recognize what is an illustration (picture, photo, drawing)</p> <p>*Understand and follow the information in the text</p> <p>*Know that illustrations help you understand more about the text and the person,</p>	<p>1.RV.2.4 *Know affixes to understand the meaning of a word</p> <p>*Identify root words and their inflectional forms</p> <p>1.RV.3.1 *Understand the differences between words, phrases and sentences</p> <p>*Identify words, phrases and sentences</p> <p>*Understand that words are clues to what characters are thinking</p> <p>*Identify words that indicate use of the 5 senses...see, hear, smell, touch, taste</p> <p>*Identify words that communicate...happy, sad, angry, worry, fear</p> <p>1.RV.3.2 *Ability to ask clarifying questions about texts</p> <p>*Ability to express one's understanding of the meaning of a text</p> <p>*Identify a word that is unknown</p>	<p>1.W.3.3 *Retell familiar events in sequence</p> <p>*Identify major events</p> <p>*Write a brief narrative around a center focus</p> <p>*Understand that narratives have a beginning, middle, and end</p> <p>1.W.4 *Generate a topic to write about</p> <p>*Understand how to print</p> <p>*Know how to take ideas from a graphic organizer chart to write about</p> <p>*Organize the writing so that it moves logically</p> <p>*Write sentences with detail</p> <p>*Know that you can add sizes, colors, and other adjectives to writing to strengthen it</p> <p>*Be able to recognize unrelated ideas</p> <p>*With guidance, know how to use a computer to produce and publish legible documents</p> <p>1.W.5 *Write simple sentences</p> <p>*Understanding of informational text structures</p> <p>*Ability to provide information, facts, or explanation</p> <p>*Retell/recall key details</p>	<p>1.SL.3.1 *Understand that illustrations and words convey messages</p> <p>*Listen with the intent to remember what is being read</p> <p>*Recognize important details</p> <p>*Understand the importance of the title and how it relates to the text</p> <p>*Understand that there are messages in videos, television programs, and pictures as well as text</p> <p>*Know how to ask appropriate questions</p> <p>*Answer questions to show that you understand</p> <p>1.SL.3.2 *Understand what is being said</p> <p>*Ask and answer important questions</p> <p>*Ask for more information</p> <p>*Know how to organize information</p> <p>*Know how to ask questions when meaning is lost</p> <p>1.SL.4.1 *Know and use sensory words, positional words, and multiple descriptive words</p>

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	<p>*Understand that each syllable must contain a vowel sound; use this knowledge to identify syllables within written words</p> <p>*Understand that sometimes two consonant letters make one sound (e.g., sn/wh)</p> <p>*Understand that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words</p> <p>1.RF.4.2</p> <p>*Identify vowels/vowel sounds within single syllable words (e.g., CVC words)</p> <p>*isolate and blend phonemes in single-syllable words</p> <p>*Read and pronounce the sounds represented in one-syllable words</p> <p>1.RF.4.3</p> <p>*Know that in many short words that end in</p>	<p>Fiction/Non-fiction</p> <p>1.RL.3.2</p> <p>*Understand and identify the narrator and his/her role</p> <p>*Understand character and identify character's voice</p> <p>*Understand concept of dialogue and identify in text</p> <p>*Understand quotation marks</p> <p>*Identify narrator</p> <p>1.RL.4.1</p> <p>*Understand that an illustration is a picture or a drawing</p> <p>*Understand that details are specific pieces of information that add meaning to a story</p> <p>*Understand that illustrations add details to a story</p> <p>*Understand that illustrations can be used to show the setting of a story</p>	<p>place, thing, or idea the text is about</p> <p>1.RN.3.2</p> <p>*Identify how a nonfiction text can be structured to indicate order (e.g., sequential)</p> <p>*Understand cause/effect relationships</p> <p>1.RN.4.1</p> <p>*Know how to link people and their ideas</p> <p>*Know that an author writes to share what he/she thinks</p> <p>*Know that authors use details to help make a point</p> <p>*Understand that authors try to explain their thinking</p> <p>*Know that an author may have more than one reason to explain his thinking</p> <p>1.RN.4.2</p> <p>*Understand the two texts on the same topic</p> <p>*Identify the similarities and differences between texts</p>	<p>*With support, self-monitor by identifying unknown words, decode, reread for clarification</p> <p>*Understand the use of context clues such as in determining the meaning of unknown words</p>	<p>*Know that information can come from different sources (e.g., books, digital, print)</p> <p>1.W.6.1 a-e</p> <p>*Understand common & proper nouns and personal pronouns</p> <p>*Understand verb tenses</p> <p>*Use verbs to convey a sense of past, present, and future</p> <p>*Understand the use of adjectives and adverbs</p> <p>*Understand that a complete sentence has a subject and predicate</p> <p>*Write a complete sentence</p> <p>*Understand the different types of sentences (declarative, interrogative, imperative, and exclamatory)</p> <p>1.W.6.2 a-c</p> <p>*Know that the first word in sentences, proper names, days of the week and months are capitalized.</p> <p>*Identify period, question mark, and exclamation mark and know when to use each punctuation mark</p> <p>*Know that a comma separates the date from the year</p> <p>*Understand letter patterns and their sounds</p>	<p>1.SL.4.2</p> <p>*Choose a topic to speak about</p> <p>*Be able to describe using adjectives</p> <p>*Use a picture or a media presentation</p> <p>*Use magazine pictures or clip art to mark posters to support what they are saying</p> <p>*Understand that charts, graphs or illustrations to help increase understanding</p> <p>1.SL.4.3</p> <p>*Be able to follow multi-step directions</p> <p>1.ML.2.1</p> <p>*Know that media sources include both online, visual and print sources</p> <p>*Understand ideas presented in various media formats</p> <p>*Ask and answer important questions</p>

School City of East Chicago

**Grade 1
Quarter 3 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	<p>e_ the vowel has a long sound</p> <p>1.RF.4.4 *Ability to recognize and read Grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)</p> <p>1.RF.4.5 *Know how to read common word families</p> <p>1.RF.4.6 *Use inflectional ending like -ed, -es, -ing, to read words *Know the role that inflectional endings play in making words</p> <p>1.RF.5 *Possess a bank of known sight words *Understand that meaning is contained in text *Use rereading as a strategy to help understand text</p>	<p>*Identify the sequence of the main events of a story using details in illustrations</p>				

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy		
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2							
Instructional Strategies & Resources	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Reading 101 for ELLs http://www.colorincolorado.org/article/reading-101-english-language-learners <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Educator’s Guide to Learning Disabilities and ADHD http://www.ldonline.org/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Effective Reading Interventions for Kids with Learning Disabilities http://www.ldonline.org/article/33084/ <p>Reading Horizons</p> <p>http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/</p> <p>Reading Rockets</p> <p>http://www.readingrockets.org/article/foundations-reading</p> <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ First Grade Instruction http://www.readingrockets.org/article/first-grade-instruction <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Strategies that Promote Comprehension http://www.readingrockets.org/article/strategies-promote-comprehension 			<p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary <p>Edutopia</p> <ul style="list-style-type: none"> ❖ 11 Tips on Teaching Critical Vocabulary https://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger 		<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells <p>Education World</p> <ul style="list-style-type: none"> ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/esson/lesson334.shtml <p>NCTE</p> <ul style="list-style-type: none"> ❖ What We Know about Writing, Grades K-2 http://www.ncte.org/writing/aboutearlygrades <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Writing to Students with LD http://www.readingrockets.org/article/teaching-writing-students-ld <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Word Study Instruction in the K-2 Classroom http://www.readingrockets.org/article/word-study-instruction-k-2-classroom <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Writing Strategy Guides http://www.readwritethink.org/search/?stra 		<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy	
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2						
	<p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>U.S Department of Education</p> <ul style="list-style-type: none"> ❖ Foundation Skills to Support Reading for Understanding in K-3rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf <p>WIDA</p> <p>https://www.wida.us/</p>					<p>tegy-guide-series=30144</p> <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Guided Writing http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html 	
Question Stems	<p>1.RF.2.3</p> <ul style="list-style-type: none"> *Distinguish UC from LC letters *Can you identify basic punctuation marks such as a period, question mark, or exclamation point? *Did you start your sentence with a capital letter? *Does your sentence tell who did what? *How should your sentence end? 	<p>1.RL.2.1</p> <ul style="list-style-type: none"> *Who was the story about? *What was the story about? *What happened in the story? *Why do you think this happened? *What happened in the beginning, middle, and end of the story? *Ask your partner to share a detail from the story 	<p>1.RN.2.1</p> <ul style="list-style-type: none"> * What is the story about? *How do we know? *What is the most important idea or part of this text? *What can we learn from this book? *What details help us know how ____ does ____? *Where can we find? *What details are important? *What events happened first, second, third? *Can you identify the main event? 	<p>1.RV.2.1</p> <ul style="list-style-type: none"> *Can you look at the picture, or words around the word you don't know, to understand its meaning? <p>1.RV.2.2</p> <ul style="list-style-type: none"> *Can you write a synonym or antonym for ____? *Can you and your partner sort these words into groups? *Can you give me an explanation of why you grouped your words in this way? 	<p>1.W.2.1</p> <ul style="list-style-type: none"> *Did you correctly use your upper and lower case letters correctly? *Did you use your lines to guide your writing? <p>1.W.3.2</p> <ul style="list-style-type: none"> *Choose a topic to write about. *Decide what information you will write about. *How will you organize your ideas? *What is your topic sentence? *What details do you have to support your topic? *Where will you get your information? *How will you conclude your ideas? 	<p>1.SL.2.1 & 1.SL.2.3</p> <ul style="list-style-type: none"> *Talk to your partner or group about... *Tell your partner or group what you have learned about ... <p>1.SL.2.4</p> <ul style="list-style-type: none"> *Could you explain what you meant when you said...? <p>1.SL.2.5</p> <ul style="list-style-type: none"> *What can you add to ____'s thoughts? <p>1.SL.3.1</p> <ul style="list-style-type: none"> *Look at the title, what do you think this text is about? *What happened in the story? *If you had to ask one question about the story, what would it be? 	

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	<p>1.RF.2.4 *Can you place this list of words in alphabetical order?</p> <p>1.RF.3.2 *Can you sound out single- and multi-syllable words? *Stretch the sounds..., now put them together quickly. *How many syllables does this word have? *Tap out the syllables in the word...</p> <p>1.RF.3.3 *How can you change a single-syllable word?</p> <p>1.RF.3.4 *What sound do we hear at the beginning of ____? *What sound do we hear in the middle of ____? *What sound we hear in the end ____? *Is it a long or short vowel sound?</p>	<p>1.RL.2.2 *Retell what happened in the story. *What is the story mainly about? *What problems did the characters have? *How did the characters solve their problem? *What lessons were learned in the story?</p> <p>1.RL.2.3 *Who are the characters in the story? *Who is the main character in the story? *What is the setting of the story? *What is the problem or plot in the story? *How do the characters in the story solve their problem? *How are the characters behaving or feeling at the beginning, middle, and end of story? *How do we know the characters are feeling</p>	<p>*How do you know this is the main event? 1.RN.2.2 *Tell what we can learn from this text. *What is the main idea and how do you know? *What are the important details about ____ in the text? *Can you retell the story to a friend? *What were the important details that your partner needs to know? 1.RN.2.3 *What can we learn from this text? *How are ____ and ____ connected in this text? *Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know? *What are the main events in the text? *What happened first, next, last? *What caused ____ to</p>	<p>1.RV.2.4 *Does this word have a prefix or suffix? *How does the prefix or suffix change the meaning of the word? *Can you use a word with a prefix or suffix in a sentence?</p> <p>1.RV.3.1 *How does the story or poem make you feel when you read it? *Does the character use his/her five senses in this story? *How do we know the character feels happy, sad, or angry? *Identify what the character sees, hears, smells, touches, or tastes. *What words in the story tell us what the setting looks like? *Is this a story or a poem? How do you know?</p>	<p>1.W.3.3 *What will your story be about? *What event happened first, next, etc.? *What was your main event? *How did your story end? *Can you organize your thoughts using sequencing? *What words will you use to signal another event?</p> <p>1.W.4 *What is your topic? *What details will you add to develop the topic? *What happened first? Second? Last? *How will you revise your writing? *What details are the most important to include in your writing? *Can you turn on your computer? *Do you know how to capitalize? Punctuate? Do you know where these keys are located in the keyboard?</p> <p>1.W.5 *Who is the author of the book you read? *Was this book fact or fiction? *How do you know if it was fact or fiction? *Where did you locate your information? *Can you give me information using who, what, when, why, and where? *What sources did you use to find information?</p>	<p>*What did you learn when you read this book? *What is the author trying to tell you? *Retell the story to your partner. *What do you think the video is telling us? *What is one thing you learned from looking at the text, picture, video?</p> <p>1.SL.3.2 *What did the speaker say? *What was the most important part that you heard? *What would you say if you didn't understand the speaker? *What would be one question that you could ask so you could find out more information? *What was the most important detail? *I didn't understand, can you say it again? *Can you tell me more about it so I can understand better?</p> <p>1.SL.4.1 *Give details to support your answer. *Can you say more about your idea/feeling? *Was your audience able to hear you? *Did you speak clearly and loud enough?</p> <p>1.SL.4.2 *What topic will you be speaking about today? *Can you find or make an illustration that will help clarify your topic?</p>

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	<p>1.RF.3.5 *Can you sound out this single-syllable word</p> <p>1.RF.4.1 *Do you know your consonant sounds? *When I point to a letter, tell me if it is a vowel or a consonant. *Can you hear the differences between long and short vowel sounds? *Can you tell me the hard and soft consonant sounds? *What are the short and long vowel sounds? *Do you know your vowel and consonant digraph sounds? *Can you read r-controlled vowel sounds?</p> <p>1.RF.4.2 *On your arm, tap the sounds you hear in _____. *What word do you make by putting</p>	<p>_____? or are going to do _____?</p> <p>1.RL.2.4 *What predictions can you make? *Were any of your predictions right?</p> <p>1.RL.3.1 *What genre is this? *How do you know the genre?</p> <p>1.RL.3.2 *Who is telling the story? *What does the narrator of the story do? *What does the author do? *Who is talking? How do we know? *How many characters are in the story? *What are the names of the characters? *What are the characters in the story saying? *Who is the story about?</p>	<p>happen? How do you know? What information tells _____?</p> <p>*What did the characters in the text do next? *What details in the story give you information about the characters?</p> <p>1.RN.3.1 *Can you identify the different parts of this book? *Can you explain how the different parts are used? *If you wanted to find the meaning of a word in this book, where would you look? *Look in the table of contents and find the page number for _____.</p> <p>*What can you learn from the illustrations? *What do you think the writer is trying to say? What in the pictures helps you think that? *Why do you think the illustrator put that picture? *Does the illustration match what the writer is trying to say?</p>	<p>1.RV.3.2 *What can you do when you get to a word you don't know? *Is this a word/phrase you know or have heard? *Look at the picture, graphic, illustration; is there something there to help you figure out what the word is? *Reread the sentence, do the other words help you understand?</p>	<p>*Can you recall the main event? *Describe why this event or person is important. *How will you rewrite this information in your own words?</p> <p>1.W.6.1 a-e *Write a sentence using adjectives. *Write a _____ (declarative, interrogative, imperative, exclamatory) sentence. *What do you put at the end of a _____ (declarative, interrogative, imperative, exclamatory) sentence?</p> <p>1.W.6.2 a-c *Did you remember to capitalize and punctuate your sentences? *Can you write a sentence using a period? A question mark? An exclamation point? *Write today's date correctly. *Go through and check your work for spelling. Can you sound out words that are difficult and correct them?</p>	<p>*What will you use to help your presentation? *Can you add more information that will help clarify your ideas? *How will you organize your speech? *What descriptive words can you use to help your presentation be more informative and interesting?</p> <p>1.SL.4.3 *Follow these directions/steps.</p>

School City of East Chicago

**Grade 1
Quarter 3 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
	together the sounds /m/a/H/? 1.RF.4.3 *Did you see any silent letters? 1.RF.4.4 *Can you read your high-frequency words? 1.RF.4.5 *Can you read your common word families? 1.RF.4.6 *Does the word have prefixes or suffixes you know? 1.RF.5 *What can you do when you get to a word or part you don't know? *Reread the sentence again, make it sound like talking. *Reread the story from the beginning. *What is this book about? *What do we do with our voice when we reach a period, comma?	1.RL.4.1 *What is an illustration? *Where can we look to find details about the story characters (e.g., How they look, where they live)? *How do illustrations help us understand the events in the story? *Describe details from illustrations.	*Describe how the picture helps you understand what the author has written. 1.RN.3.2 *Can you retell the order of events in this non-fiction text? *What caused that event to happen? *What was the effect of that event? 1.RN.4.1 *What does the writer think about this problem? *What is the author's purpose? *What in the writing made you think that? *How and where did the author support his reasoning? *What important points does the author make? 1.RN.4.2 *What can we learn from this text? *We read two books, what is the same about them? What is different?			

School City of East Chicago

Grade 1 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, week 6; Unit 3, weeks 1-6 through Unit 4, week 2					
Academic Vocabulary	<p>IDOE English/Language Arts Glossary K-12 http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</p> <p>ISTEP+ Standards & Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</p>					
District Assessments	<p>*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA</p>					