

School City of East Chicago

Grade 1
Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit R, weeks 1-6 through Unit 1, week 2					
Constant Standards *Taught every quarter	<p>1.RF.2.3 Recognize the components of a sentence (e.g., <i>capitalization, first word, ending punctuation</i>).</p> <p>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</p> <p>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</p> <p>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p> <p>1.RF.3.5 Segment the individual sounds in one-syllable words. Segment the individual sounds in one-syllable words.</p>	<p>1.RL.2.1 Ask and answer questions about main idea and key details in a text.</p> <p>1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i>).</p>	<p>1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.</p> <p>1.RN.2.2 Retell main ideas and key details of a text</p> <p>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.</p>	<p>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</p> <p>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).</p> <p>1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.</p>	<p>1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.4 Apply the writing process to –</p> <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. <p>1.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>1.W.6.1a Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.6.1b Verbs Writing sentences using verbs to convey a sense of past, present, and future.</p>	<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>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.</p> <p>1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.SL.3.2 Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>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.</p> <p>1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p>

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	<p>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>1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p> <p>1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have, said</i>).</p> <p>1.RF.4.5 Read words in common word families (e.g., <i>-at, -ate</i>).</p>				<p>1.W.6.1c Adjectives/ Adverbs <i>Standard begins at second grade.</i></p> <p>2.W.6.1c <i>Writing sentences that use adjectives and adverbs)</i></p> <p>1.W.6.1d Prepositions <i>Standard begins at fourth grade.</i></p> <p>4.W.6.1d <i>Writing sentences that include prepositions, explaining their functions in the sentence)</i></p> <p>1.W.6.1e Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>1.W.6.2a Capitalization Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p> <p>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>1.W.6.2c Spelling Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>1.ML.2.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</p>

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	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	N/A	N/A	N/A	N/A	N/A	N/A
New (Focus) Standards *Introduced in a Quarter	1.RF.2.4 Learn and apply knowledge of alphabetical order	1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting. 1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events	1.RN.4.1 Identify the reasons the author gives to support points in a text.	N/A	1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	
Essential Skills	1.RF.2.3 *Know that sentences begin with a capital letter	1.RL.2.1 *Ask questions	1.RN.2.1 *Understand how to ask and answer a question about text *Respond in clear, focused	1.RV.2.1 *Understand and know many common words	1.W.2.1 *Write all upper- and lowercase letters legibly	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

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	<p>*Know that a sentence contains a complete thought</p> <p>*Know that sentences need end punctuation such as a period, question mark, or exclamation point</p> <p>1.RF.2.4</p> <p>*Know how to place words into alphabetical order</p> <p>1.RF.3.2</p> <p>*Know how to sound out single- and multi-syllable words</p> <p>1.RF.3.3</p> <p>*Know how to change single-syllable words by adding, deleting, or substituting sounds</p> <p>1.RF.3.4</p> <p>*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,</p>	<p>*Answer questions (who, what, why, when, where)</p> <p>*Give details</p> <p>*Read for details</p> <p>1.RL.2.2</p> <p>*Understand key details</p> <p>*Understand sequential order</p> <p>*Identify and verbalize key details and main ideas within the story</p> <p>*Retell the story in sequential order</p> <p>*Identify and verbalize the problem or conflict in the story and how it was solved</p> <p>1.RL.2.3</p> <p>*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>sentences</p> <p>*Answer who, what, where, when, and how questions</p> <p>*Identify main events, and key details within a text</p> <p>1.RN.2.2</p> <p>*Identify topics within text</p> <p>*Identify main ideas, key details in text</p> <p>*Understand how to retell text, recounting key details</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>*Understand that some words have other meanings</p> <p>*Use context and/or pictures to help determine a new meaning for a known word</p> <p>1.RV.3.1</p> <p>*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</p> <p>*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</p> <p>*Ability to 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</p> <p>*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.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>*Know that when listening to someone, we need to look at them</p> <p>*Know that when we are listening to someone, we need to respond about the same thing</p> <p>*Realize when listeners have become confused</p> <p>*Ask questions for clarity</p> <p>1.SL.3.1</p> <p>*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</p> <p>*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>

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	medial and final position 1.RF.3.5 *Segment phonemes in proper order (e.g., c-a-t=cat) 1.RF.4.1 *Know the sound symbol correspondence of all short and long vowel sounds *Understand that each syllable must contain a vowel sound; use this knowledge to identify syllables within written words *Understand that sometimes two consonant letters make one sound (e.g., sn/wh) *Understand that each syllable must contain a vowel sound; use this knowledge to identify syllables within written words	*Understand and identify story setting *Understand what is the lesson or moral in a story 1.RL.3.1 *Identify story structure *Recognize common genres: Fable, Narrative, Fairytale, Poem/Rhyme Fiction/Non-fiction 1.RL.4.1 *Understand that an illustration is a picture or a drawing *Understand that details are specific pieces of information that add meaning to a story *Understand that illustrations add details to a story *Understand that illustrations can be used to show the setting of a story		*With support, self-monitor by identifying unknown words, decode, re-read for clarification *Understand the use of context clues in determining the meaning of unknown words	*Understand that a complete sentence has a subject and predicate *Write a complete sentence *Understand the different types of sentences (declarative, interrogative, imperative, and exclamatory) 1.W.6.2 a-c *Know that the first word in sentences, proper names, days of the week and months are capitalized. *Identify periods, question marks, and exclamation marks and know when to use each punctuation mark *Know that a comma separates the date from the year *Understand letter patterns and their sounds	1.SL.4.1 *Know and use sensory words, positional words, and multiple descriptive words 1.SL.4.2 *Choose a topic to speak about *Be able to describe using adjectives *Use a picture or a media presentation *Use magazine pictures or clip art to mark posters to support what they are saying *Understand that charts, graphs or illustrations to help increase understanding 1.ML.2.1 *Know that media sources include both online, visual and print sources *Understand ideas presented in various media formats *Ask and answer important questions

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	<p>1.RF.4.2 *Identify vowels/vowel sounds within single-syllable words (e.g., CVC words) *Isolate and blend phonemes in single-syllable words *Read and pronounce the sounds represented in one-syllable words</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.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>				

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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>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

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	<p>Robert Marzano ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</p> <p>U.S Department of Education ❖ Foundation Skills to Support Reading for Understanding in K-3rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</p> <p>WIDA https://www.wida.us/</p>					<p>ReadWriteThink ❖ Writing Strategy Guides http://www.readwritethink.org/search/?strategy-guide-series=30144</p> <p>ReadWriteThink ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html</p> <p>ReadWriteThink ❖ Guided Writing http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html</p>	
Question Stems	<p>1.RF.2.3 *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</p>	<p>1.RL.2.1 *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</p>	<p>1.RN.2.1 * 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?</p>	<p>1.RV.2.1 *Can you look at the picture, or words around the word you don't know, to understand its meaning? 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</p>	<p>1.W.2.1 *Did you correctly use your upper- and lowercase letters correctly? *Did you use your lines to guide your writing? 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</p>	<p>1.SL.2.1 & 1.SL.2.3 *Talk to your partner or group about... *Tell your partner or group what you have learned about ... 1.SL.3.1 *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? *What did you learn when you read this book? *What is the author trying to tell you?</p>	

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	<p>tell who did what? *How should your sentence end? 1.RF.2.4 *Can you place this list of words in alphabetical order? 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... 1.RF.3.3 *How can you change a single-syllable word? 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 at the end ____? *Is it a long or short vowel sound? 1.RF.3.5 *Can you sound out this single-syllable word</p>	<p>share a detail from the story 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? 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>*Can you identify the main event? *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.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?</p>	<p>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? 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>event? 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? 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? 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>*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? 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? 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? 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? *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>

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	<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? 1.RF.4.2 *On your arm, tap the sounds you hear in _____. *What word do you make by putting together the sounds /m/a/H/? 1.RF.4.4 *Can you read your high-frequency words?</p>	<p>_____ or are going to do _____? 1.RL.3.1 *What genre is this? *How do you know the genre? 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.</p>	<p>*What important points does the author make?</p>			

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Suggested Pacing	Pearson Reading Street Unit R, weeks 1-6 through Unit 1, week 2					
	<p>1.RF.4.5 *Can you read your common word families?</p> <p>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?</p>					
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>					