

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RF.1.1	C.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds. 	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Build Up Phonics Workshop Review Lessons 1-10 • Build Up Phonics Units 1-31 		
Explanation/Example of Standard		
Use questions and prompts such as: <ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end? 		
Common Misconceptions		
<ul style="list-style-type: none"> • Students sometimes identify blends as one sound. • Students cannot differentiate between sounds and syllables. • Students confuse /th/ with /f/, /dr/ with /j/, /tr/ with /ch/. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Knowledge of sounds and word parts will help me become a better reader and writer. 	<ul style="list-style-type: none"> • How do I distinguish, isolate, and orally pronounce beginning and ending consonant sounds in spoken words? • How do I distinguish, isolate, and orally pronounce short vowel sounds in spoken words? • How do I orally produce one-syllable words? • How do I segment CVC words? • How do I distinguish, isolate, and orally pronounce blends in spoken words? • How do I distinguish, isolate, and orally pronounce digraphs in spoken words? • How do I distinguish between long and short vowel sounds? • How do I distinguish, isolate, and orally pronounce long vowel sounds in spoken words? • How do I isolate and pronounce initial, medial vowel, and final sounds in spoken words? • How do I add or substitute individual sounds? • How do I distinguish, isolate, and orally pronounce long vowel sounds in spoken words? • How do I distinguish, isolate, and orally pronounce inflectional endings in spoken words? 	
Assessments		
<ul style="list-style-type: none"> • Build Up Phonics Quick-Checks (at end of each unit in Build Up Phonics TRS) • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments 		

- DIBELS

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Beginning and ending consonants • Long vowels • Short vowels • Syllabication/syllables • Letter sounds including blends and digraphs • Phoneme segmentation • Rhyming • Phoneme manipulation • Inflectional endings 	<ul style="list-style-type: none"> • Distinguish, isolate, and orally pronounce beginning and ending consonant sounds in spoken words • Distinguish, isolate, and orally pronounce short vowel sounds in spoken words • Orally produce one-syllable words • Segment CVC words • Distinguish, isolate, and orally pronounce blends in spoken words • Distinguish, isolate, and orally pronounce digraphs in spoken words • Distinguish between long and short vowel sounds • Distinguish, isolate, and orally pronounce long vowel sounds in spoken words • Isolate and pronounce initial, medial vowel, and final sounds in spoken words • Add or substitute individual sounds • Distinguish, isolate, and orally pronounce long vowel sounds in spoken words • Distinguish, isolate, and orally pronounce inflectional endings in spoken words

I Can Statements

I can say the beginning and ending sounds in words.
 I can match sounds to letters and letter patterns.
 I can sound out letters to blend and read words.
 I can use word families to sound out unfamiliar words.
 I can blend two to four sounds into words.
 I can add, take away, or change sounds in a word to make new words.
 I can count, pronounce, blend, and segment syllables.

Resources

- Build Up Phonics Teacher Resource System
- Build Up Phonics Kit – 1st grade (Level 3)
- 95% Group kits
- Leveled Literacy Interventions (LLI)
- Step by Step LETRS kits

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
R.F.1.3	CC.1.1.1.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade-appropriate irregularly spelled words.
Taught in Unit(s)	
<ul style="list-style-type: none"> • Consonant Digraphs: Build Up Phonics Units 12-14 • Final <i>-e</i>: Build Up Phonics Units 8-10 • Common Vowel Teams: Build Up Phonics Units 15-18 • Decode One and Two-Syllable Words: Build Up Phonics Units 1-31, supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) • Inflectional Endings: supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) <p>Grade-Appropriate Irregularly Spelled Words (high-frequency sight words): Build Up Phonics Review Lessons 5, 8, & 9 and Units 1-7, 9-11, 13-14, 21-23, 25, 27-28, 30-31:</p> <p>Lesson 5: play Lesson 8: small Lesson 9: bull*, duck* Unit 1: ball, dog, say Unit 2: all, looking, says Unit 3: his, that Unit 4: could, wasp*, wasp's* Unit 5: likes, new, plays Unit 6: make Unit 7: does, need* Unit 9: back, too Unit 10: one, three Unit 11: car, long, walk, when, sometimes* Unit 13: were, your Unit 14: or, some, something*, what Unit 21: chair*, into Unit 22: as, tall* Unit 23: give Unit 25: from Unit 27: berry*, these Unit 28: puts, words* Unit 30: about Unit 31: who</p> <p>*Words with an asterisk are story sight words within the unit's decodable text. These words are introduced along with regular sight words, to ensure the text's complete decodability.</p>	

Explanation/Example of Standard	
<p>Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final-e tell you about this word? • Look at the beginning of that word, can you get it started? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Students assume that final-e is the only way to represent long vowels in words. • Students sometimes identify digraphs as two sounds. • Students sometimes identify vowel teams as two sounds. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Knowledge of letter/sound relationships and word parts will help me become a better reader and writer. 	<ul style="list-style-type: none"> • What is a syllable (in a word)? • What is a consonant? • What is a vowel? • What sounds do the long vowels make? • What sounds do the short vowels make? • How do I know whether a word has a short vowel or long vowel in it? • What is a digraph and how is it different from a blend? • How do I read words with final-e? • How do I read words with common vowel teams? • How do I identify base words/inflectional endings? • How do I decode one and two syllable words to help me read? • How do I learn high-frequency sight words? • How do I read high-frequency sight words?
Assessments	
<ul style="list-style-type: none"> • Build Up Phonics Quick-Checks (at end of each unit in Build Up Phonics TRS) • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Beginning and ending consonants • Long vowels, long vowel teams, final-e • Short vowel patterns • Letter sounds including blends and digraphs • Word families • Sight words • Inflectional endings 	<ul style="list-style-type: none"> • Identify beginning and ending consonants • Decode words with short vowels • Decode words with digraphs • Decode words with blends • Recognize and decode words with final- e • Recognize and decode words with common vowel teams • Read grade level words with inflectional endings(-s, -ed, -ing) • Decode one and two-syllable words with common patterns

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| | <ul style="list-style-type: none">• Read first grade irregularly spelled words (sight words) |
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I Can Statements	
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<p>I can use digraphs to help me read. I can read one syllable words. I can read vowel teams. I can read two syllable words. I can read first grade high-frequency sight words. I can read words with short vowels. I can read words with blends. I can read words with final-e. I can read words with inflectional endings.</p>	
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Resources	
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| <ul style="list-style-type: none">• Build Up Phonics Teacher Resource System• Build Up Phonics Kit – 1st grade (Level 3)• 95% Group kits• Leveled Literacy Interventions (LLI)• Step by Step LETRS kits• Benchmark & Scholastic leveled/small group texts | |
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Reflections	
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MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
RF.1.4	CC.1.1.1.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Taught in Unit(s)	
<ul style="list-style-type: none"> • Benchmark Literacy Units 1-10 • Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 	
Explanation/Example of Standard	
<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Make your voice sound excited when you see the exclamation mark at the end. • Go back and reread when it doesn't sound or look like you think it should. 	
Common Misconceptions	
<ul style="list-style-type: none"> • Going back to re-read is not important. • Comprehending what you are reading is not important. • There is no link between fluency and comprehension. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Good readers read with accuracy, appropriate rate, and expression to support their understanding. • Good readers re-read and self-correct, as necessary, to make meaning of the text. 	<ul style="list-style-type: none"> • What does it mean to read fluently and accurately? • Why is it important for me to become a fluent reader? • How can making self-corrections help me understand a text? • Why is it important to understand what I am reading? • How can I use the text context to recognize unfamiliar words? • Why is it important to use phrasing and appropriate pausing during reading? • How do I use volume and expression to match mood, characters and type of text? • Why do I need to change my speed according to the text I am reading?
Assessments	
<ul style="list-style-type: none"> • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 	

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Beginning and ending consonants • Short vowel patterns • Letter sounds including blends and digraphs • Final-e • Long vowels, long vowel teams • Word families • Sight words • Inflectional endings • Comprehension strategies • Reading strategies • Prosody (expression) • Self-monitoring skills 	<ul style="list-style-type: none"> • Read on-level text with purpose and understanding • Read on-level text orally with accuracy, appropriate rate, and expression (prosody) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Self-monitor to make meaning of text.
I Can Statements	
<p>I can understand what I read. I can read accurately. I can read smoothly (fluently). I can read with prosody (expression). I can use punctuation to read fluently. I can self-correct when I read. I can re-read to understand what I am reading.</p>	
Resources	
<ul style="list-style-type: none"> • Build Up Phonics Teacher Resource System • Build Up Phonics Kit – 1st grade (Level 3) • 95% Group kits • Leveled Literacy Interventions (LLI) • Step by Step LETRS kits • Benchmark Literacy Teacher Resource System • Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, <i>Texts for Close Reading</i> • Benchmark & Scholastic leveled/small group texts 	
Reflections	
Empty space for reflections	

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RI.1.2	CC.1.2.1.A – Identify the main idea and retell key details of text.	
Taught in Unit(s)		
Benchmark Literacy Units 1, 3, 6, 7, 8, 9 Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) Supported throughout subsequent reading of non-fiction texts, where applicable.		
Explanation/Example of Standard		
First grade students should be able to identify the main idea and retell the key details in their own words. Use questions and prompts such as: <ul style="list-style-type: none"> • “What is the main idea of this text?” • “Can you find one of the important/key ideas in this text?” • “Can you find another important/key idea?” • “What are the details that support the main idea?” 		
Common Misconceptions		
<ul style="list-style-type: none"> • When retelling, students want to retell all details about a text, not just the main idea and key details. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Authors of informational texts include key details in order to help readers make meaning of the text. • Good readers use key details in an informational text to identify the main idea. 	<ul style="list-style-type: none"> • Why is it important to identify the main idea of a non-fiction text? • Why is it important to retell key details of a non-fiction text? • What are the important parts of a retelling with non-fiction texts? • How does retelling help me comprehend a text? 	
Assessments		
<ul style="list-style-type: none"> • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational text (both literary non-fiction and expository/technical texts) • Main idea • Difference between the main idea and key details • Retell/restate details 	<ul style="list-style-type: none"> • Identify and retell key details in an informational text • Identify the main topic of an informational text • Describe or graphically represent the relationship between main topic and key details • Identify the main topic and retell key details of a text 	
I Can Statements		
I can identify the main idea in a section of non-fiction. I can identify 3 or more key details in a section of non-fiction. I can tell the order of events in a non-fiction text. I can explain how the key details support the main idea.		
Resources		
<ul style="list-style-type: none"> • Benchmark Literacy Teacher Resource System • Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, <i>Texts for Close Reading</i> 		

- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflections

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Common Core State Standard	PA Core Standard	
RI.1.1	CC.1.2.1.B – Ask and answer questions about key details in a text.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Ask Questions: Benchmark Literacy Units 1 & 9 • Inference: Benchmark Literacy Units 5, 7, & 10 • Make Predictions: Benchmark Literacy Unit 7 • Compare and Contrast: Benchmark Literacy Units 6, 8 • Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) • Supported throughout subsequent reading of non-fiction texts, where applicable. 		
Explanation/Example of Standard		
<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. Students also ask and answer questions to help determine the meaning of words and phrases in text. Use a question and prompt such as:</p> <ul style="list-style-type: none"> • “Think about what you read and create your own questions about an important idea in this text.” • “Ask questions that have answers right in the text.” • “Why is the author giving so much information about _____?” 		
Common Misconceptions		
<ul style="list-style-type: none"> • Asking questions is a simple task and students will not require prompts. • Questions asked must be answered by the teacher or students. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. • Good readers wonder and ask about the text to help them understand it. 	<ul style="list-style-type: none"> • Why is using the 5 W’s + H questions (who, what, where, when, why, & how) helpful when I am reading? • Why is it important to make predictions before, during, and after reading? • Why is it important to use background knowledge to make connections with the stories? • Why is it important to use background knowledge to make inferences with non-fiction text? • How can I compare and contrast information in non-fiction text? • How can I differentiate between fact and opinion? 	
Assessments		
<ul style="list-style-type: none"> • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences 	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how 	

<ul style="list-style-type: none"> • Background knowledge • 5 W's + H questions (who, what where, when, why & how) • Compare and contrast • Fact and opinion • Inferences 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Differentiate between fact and opinion • Compare and contrast non-fiction texts
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I Can Statements

I can answer who, what, where, when, why and how questions after reading non-fiction text.
 I can ask who, what, where, when, why and how questions when reading a non-fiction text.
 I can make an inference using my background knowledge.
 I can differentiate between fact and opinion.
 I can compare and contrast non-fiction text.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflection

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RI.1.3	CC.1.2.1.C– Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
RI.1.9	CC.1.2.1.I – Identify basic similarities in and differences between two texts on the same topic.	
Taught in Unit(s)		
<ul style="list-style-type: none"> Benchmark Literacy Units – 5, 9 (metacognitive strategy) Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) Supported throughout subsequent reading of non-fiction texts, where applicable. 		
Explanation/Example of Standard		
<p>First grade students continue to build on the skill of linking what they read to something they already know. Students will make connections in three ways: text-to-self, text-to-text, and text-to-world. Use prompts and questions such as:</p> <ul style="list-style-type: none"> Text-to-self: “This reminds me of when I...” “How is this different from your life?” “How is this the same as your life?” Text-to-text: “I remember reading another book that took place in the same setting...” “This character is just like the character in...” “How is this similar to other books you have read?” “How is this different from other books you have read?” Text-to-world: “What’s going on in this book is just like what’s happening right now in...” “How does this part of the book relate to the world around you?” 		
Common Misconceptions		
<ul style="list-style-type: none"> Students do not make connections that are relevant to the text. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> Good readers make connections to themselves, other text, and the world around them to deepen their understanding of text. Readers’ background knowledge can help them make connections about things that are unknown. 	<ul style="list-style-type: none"> Why is it important to use background knowledge to make connections with non-fiction text? What types of connections do readers make? How do I make a connection between individuals, events, or pieces of information in a text? 	
Assessments		
<ul style="list-style-type: none"> Teacher observations during guided reading and instruction Running Records Benchmark Literacy assessments DIBELS 		
Concepts	Skills	
(what students need to know)	(what students must be able to do)	
<ul style="list-style-type: none"> Text-to-self connection Text-to-text connection Text-to-world connection Background knowledge 	<ul style="list-style-type: none"> Use information from the text and background knowledge to make various connections. Make a connection or comparison between two individuals or characters in a non-fiction text. 	

<ul style="list-style-type: none"> • Compare and contrast 	<ul style="list-style-type: none"> • Make a connection or comparison between two events in a non-fiction text. • Make a connection or comparison between two ideas in a non-fiction text.
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I Can Statements

I can make a text-to-self connection
 I can make a text-to-text connection.
 I can make a text-to-world connection.
 I can make a connection between two individuals or characters in a non-fiction text.
 I can make a connection between two events in a non-fiction text.
 I can make a connection between two ideas in a non-fiction text.
 I can use my background knowledge to make a connection to a text.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflection

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RI.1.5	CC.1.2.1.E – Use various text features and search tools to locate key facts or information in a text.	
RI.1.7	CC.1.2.1.G – Use the illustrations and details in a text to describe its key ideas.	
Taught in Unit(s)		
<ul style="list-style-type: none"> Benchmark Literacy Units 3, 5, 6, 8, 9, 10 Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 		
Explanation/Example of Standard		
<p>First grade students should understand how to use text features to help them understand the text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> What features in the text help you find important information? How do the headings help you understand the text? What does the table of contents help you to know? What do the photographs, illustrations, and other graphic features tell you about the text? Look at the graphic/photograph. What information do you see in it? How can that help you? What were some graphic features in the text you read, and how did they help you understand the text better? 		
Common Misconceptions		
<ul style="list-style-type: none"> Text features are only found in books. I do not have to read the table of contents, headings, captions, etc. and only need to read the main text on the page. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> Authors include text features to help the reader understand and comprehend the text. Good readers use text features to locate key facts or information in a text. 	<ul style="list-style-type: none"> How can the sequence of key ideas and details help me understand the text? What are non-fiction texts features? How can non-fiction text features help me comprehend the text? 	
Assessments		
<ul style="list-style-type: none"> Teacher observations during guided reading and instruction Running Records Benchmark Literacy assessments DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Text features (e.g., headings, tables of contents, glossaries, electronic menus, and icons, photographs, graphics) Key facts and details 	<ul style="list-style-type: none"> Identify the headings, tables of contents, glossaries, electronic menus, and icons Know and use various text features, including photographs and illustrations, to locate key facts or information 	
I Can Statements		
<p>I can use text features to help me understand non-fiction text.</p> <p>I can identify various non-fiction text features.</p>		

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
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Reflections

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RI.1.1	CC.1.2.1. F – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1K – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Benchmark Units 1-10 • Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) • Supported throughout subsequent reading of non-fiction texts, where applicable. 		
Explanation/Example of Standard		
<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. Students also ask and answer questions to help determine the meaning of words and phrases in text. Use a question and prompt such as:</p> <ul style="list-style-type: none"> • “Why is the author giving so much information about _____?” • “Think about what you read and create your own questions about unfamiliar words in this text or sentence.” • “What does the word _____ mean on this page?” • “I wonder what the author means when he/she says _____?” • How can I use context clues to help find the meaning of unknown words or phrases? 		
Common Misconceptions		
<ul style="list-style-type: none"> • Asking questions is a simple task and students will not require prompts. • Words have only one meaning. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Authors use purposeful language to create meaning in informational texts. • Good readers actively seek the meaning of unknown words and phrases to clarify meaning and understanding of informational texts. 	<ul style="list-style-type: none"> • How do I use clues to determine the meaning of unknown words and phrases? • Why do I need to ask questions to help determine the meaning of words in a text? • How can I ask questions to help determine the meaning of words in a text? 	
Assessments		
<ul style="list-style-type: none"> • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational texts • Context clues • Strategies for identifying and using context clues 	<ul style="list-style-type: none"> • Reread sentences to identify context clues • Use context clues to help identify meaning of unknown words and phrases 	

<ul style="list-style-type: none"> Multiple-meaning words 	<ul style="list-style-type: none"> Ask questions to determine meaning of words Determine appropriate definition of words that have more than one meaning
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I Can Statements

I can identify unknown words and phrases in an informational/nonfiction text.

I can ask and answer questions to clarify or determine the meaning of words and phrases in texts.

I can reread sentences to identify context clues.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
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Reflection

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RL.1.2	CC.1.3.1.A – Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Taught in Unit(s)		
<ul style="list-style-type: none"> Benchmark Literacy Units 1, 4, 6 Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 		
Explanation/Example of Standard		
<p>First grade students use key details to retell stories in their own words and reveal an understanding about the central message of the text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? Can you tell me the important things that happened in the story? 		
Common Misconceptions		
<ul style="list-style-type: none"> Students retell the events and key details of a story out of order. Students omit key details when retelling. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> Authors include details that help readers make sense of stories. Good readers create an effective retelling that includes important events and supporting details. 	<ul style="list-style-type: none"> Why is it important to identify the central message of a text? Why is it important to retell key events of a text? What are the important parts of a retell? How does retelling a story help me determine the central message of the text? How does retelling a story help me comprehend a text? How can I make a connection to the text? 	
Assessments		
<ul style="list-style-type: none"> Teacher observations during guided reading and instruction Running Records Benchmark Literacy assessments DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Literary texts How to retell literary stories Characteristics of stories (e.g., beginning, middle, end) Differences between central message and lesson Differences between key ideas and details Characteristics of an effective retelling Methods for demonstrating understanding of the story message or lesson Making connections 	<ul style="list-style-type: none"> Recognize key details in a story Retell (or graphically represent) key details from literary texts Recognize that key details show a central message, lesson or moral Demonstrate (e.g., visual, auditory, tactile, kinesthetic) understanding of central message or lesson Retell stories, including key details, and demonstrate understanding of their central message or lesson Make connections (text to text, text to self, and text to world) 	

I Can Statements

I can tell about the information in a story using my own words.

I can retell the important events in the beginning, middle, and ending of a story.

I can make connections.

I can recall the story's central message and lesson.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader's Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
RL.1.1	CC.1.3.1.B – Ask and answer questions about key details in a text.
Taught in Unit(s)	
<ul style="list-style-type: none"> Benchmark Literacy Units 1, 2, 3, 6, 7, 8, 9, 10 Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 	
Explanation/Example of Standard	
<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> “Think about what you read and create your own question about key details in this text.” “Can you tell me what happened in the story at the beginning?” “What happened after that?” “What happened at the end of the story?” “Can you tell me the important things that happened in the story?” 	
Common Misconceptions	
<ul style="list-style-type: none"> Students have a great deal of background knowledge. Asking questions is a simple task and students will not require prompts. Questions asked must be answered by the teacher or students. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers know a question is different from a statement and requires an answer. Good readers use their own personal schema to make inferences when reading. Good readers wonder and ask about the text to help them understand it. 	<ul style="list-style-type: none"> Why is it important to make predictions while I am reading? How can I use my schema to make inferences while I am reading? Why is using the 5 w’s + H questions (who, what, where, when, why, & how) helpful when I am reading?
Assessments	
<ul style="list-style-type: none"> Teacher observations during guided reading and instruction Running Records Benchmark Literacy assessments DIBELS 	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Texts Questions Answers Key details Predictions Inferences Background knowledge 5 W’s + H questions (who, what, where, when, why and how) Schema 	<ul style="list-style-type: none"> Make reasonable predictions as they read Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text

I Can Statements

I can tell who, what, where, when, why and how about stories I read.

I can ask who, what, where, when, why and how questions before, during, and after reading stories.

I can make predictions.

I can use my schema to infer.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RL.1.3	CC.1.3.1.C – Describe characters, settings, and major events in a story, using key details.	
RL.1.7	CC.1.3.1.G – Use illustrations and details in a story to describe characters, setting, or events.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Benchmark Literacy Units 1-10 • Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 		
Explanation/Example of Standard		
<p>First grade students use key details to tell about the story elements. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • “Can you tell me where the story took place?” • “Who are the characters in the story?” • “What do you know about the characters?” • “As you read, pay attention to how the illustrations help you understand the text.” • “The illustrations help you understand more about _____.” 		
Common Misconceptions		
<ul style="list-style-type: none"> • A story’s setting stays the same throughout an entire story. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Authors choose key details to describe characters, setting, and events that will help readers understand stories and plays. • Good readers identify characters, settings and major events in a story in order to understand literary text(s). • Good readers use visual information in a text (such as illustrations, photographs) to enhance comprehension. 	<ul style="list-style-type: none"> • How do I identify the characters, setting, and events in a story or play? • How does graphically representing the story elements help me recall the story elements? • How do I use the key details to support the descriptions of characters, setting, and major events? • How do I use the illustrations in a story or play to describe the characters, setting, and events? 	
Assessments		
<ul style="list-style-type: none"> • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Literary texts • Major events in a story • Important/supporting key details • Story & Play elements <ul style="list-style-type: none"> ○ Plot (e.g., major events) ○ Beginning, middle and end ○ Problem/Solution ○ Character ○ Setting (e.g., time, place) ○ Cause and effect 	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Describe or graphically represent characters, setting and major events in a story or play • Use key details to support descriptions of characters, setting, and major events • Identify cause and effect in a story or play • Use illustrations and graphics to describe the characters. 	

- | | |
|--|---|
| | <ul style="list-style-type: none">• Use illustrations and graphics to describe the setting.• Use illustrations and graphics to describe events in a story. |
|--|---|

I Can Statements

I can name the characters, setting and events in a story or play.
I can graphically represent characters, setting, and major events in a story or play.
I can use key details to support descriptions of characters, setting, and major events.
I can identify the cause and effect in a story or play.
I can use illustrations to identify and describe the characters, setting, and events in a story.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflections

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MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
RL.1.9	CC.1.3.1.H – Compare and contrast the adventures and experiences of characters in stories.
Taught in Unit(s)	
<ul style="list-style-type: none"> • Benchmark Literacy Unit 8 • Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 	
Explanation/Example of Standard	
<p>First grade students use key details to tell about the story elements. Students find ways to tell how the experiences of characters are alike and different. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • “Who are the characters in the story/stories?” • “What do you know about the characters?” • “How are the characters are alike and different?” 	
Common Misconceptions	
<ul style="list-style-type: none"> • Students may struggle to stay on topic when comparing and contrasting experiences of characters. • Students may confuse the terms <u>compare</u> and <u>contrast</u>. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Good readers find ways that two things are alike and/or different. • Good readers find and use signal words as they read to compare and contrast (also, too, but, while) 	<ul style="list-style-type: none"> • How do I know if an author is writing to compare and contrast? • How can I use a text-to-text connection to compare and contrast characters and their experiences?
Assessments	
<ul style="list-style-type: none"> • Teacher observations during guided reading and instruction • Running Records • Benchmark Literacy assessments • DIBELS 	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Signal words (also, too, but, while) • Compare • Contrast • Text-to-text connection 	<ul style="list-style-type: none"> • Identify the signal words that an author uses to compare and contrast • Use the signal words to compare and contrast • Make a text-to-text connection to compare and contrast characters’ experiences
I Can Statements	
<p>I can identify signal words that an author uses to compare and contrast.</p> <p>I can use signal words to compare and contrast.</p> <p>I can differentiate between when an author is comparing and when he/she is contrasting.</p> <p>I can make a text-to-text connection to compare and contrast characters’ experiences.</p>	

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
L.1.4	CC.1.3.1.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	
Taught in Unit(s)		
<ul style="list-style-type: none"> Benchmark Literacy Units 1-10 Supported in Small Group Leveled Texts/guided reading (See <i>Getting Started – Program Strategies and Skills</i> book and <i>Scholastic Leveled Book Room Implementation Guide</i>) 		
Explanation/Example of Standard		
<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> “Think about what you read and create your own questions about unfamiliar words in this text or sentence.” “What does the word _____ mean on this page?” “I wonder what the author means when he/she says _____?” Use sentence level context clues to the meanings of unknown words and phrases. 		
Common Misconceptions		
<ul style="list-style-type: none"> Words have only one meaning. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> Authors use purposeful language to create meaning in text. Good readers seek the meaning of unknown words and phrases to clarify their understanding of texts. 	<ul style="list-style-type: none"> How can I use context clues to help determine meaning? Why do I need to ask questions to help determine the meaning of words in a text? How can I ask questions to help determine the meaning of words in a text? 	
Assessments		
<ul style="list-style-type: none"> Teacher observations during guided reading and instruction Running Records Benchmark Literacy assessments DIBELS 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Context clues Strategies for identifying and using context clues Multiple-meaning words 	<ul style="list-style-type: none"> Reread sentences to identify context clues Use context clues to help identify meaning of unknown words and phrases Ask questions to determine meaning of words Determine appropriate definition of words that have more than one meaning 	

I Can Statements

I can identify unknown words and phrases in a fiction text.

I can ask and answer questions to clarify or determine the meaning of words and phrases in texts.

I can reread sentences to identify context clues.

Resources

- Benchmark Literacy Teacher Resource System
- Benchmark Literacy Unit kits – including big books, posters, black line masters, Reader’s Theater, *Texts for Close Reading*
- Benchmark & Scholastic leveled/small group texts
- Leveled Literacy Interventions (LLI)

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard	
CC.1.4.1.A-D	W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 2 (Information) • Portland Public Schools – Writing Units of Study and Resources (Informational Writing – How To, All About, Research) 		
Explanation/Example of Standard		
<p>First grade students should be able to identify an informational topic and write pieces that include two or more facts.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, sharing writing and ideas, and emergent writing) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
Common Misconceptions		
<ul style="list-style-type: none"> • Students should provide many details about a topic instead of writing about the most important parts. • Students do not need to include pictures or diagrams with their informational writing. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Good authors use their experiences and background knowledge to help them with their writing. • Good informative/explanatory authors provide information to help the reader understand a topic. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good authors use temporal words to guide readers through their writing. 	<ul style="list-style-type: none"> • How can I choose a topic for my writing? • How do I use research and my own knowledge to provide facts about a topic? • How do I organize my informative/explanatory writing so it's easy for the reader to understand? • How do I write an engaging introduction (a hook)? • How can I bring my writing to an appropriate closure? 	
Assessments		
<ul style="list-style-type: none"> • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Learning Progression for Informational Writing p. 124 • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Information Student Checklists p. 132 – 133 • Benchmark Literacy – <i>Writing to Sources</i> – Grade 1 Observational Writing Assessment Checklist p. 4-5 • Anecdotal notes from student conferences 		

- Yearly writing portfolios

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information/facts • Sequence/order/idea grouping • Temporal/time order words (e.g. first, second, last) • Engaging beginning • Proper closure/ending/conclusion 	<ul style="list-style-type: none"> • Select/name a topic for writing • Research books and Internet resources to find facts about the topic • Provide some facts about the topic • Organize writing in a clear manner • Begin writing with an engaging introduction • Provide a sense of closure/ending/conclusion • Use temporal words to guide the readers through the writing

I Can Statements

I can choose an appropriate topic for my writing.
 I can write to teach in a clear and engaging manner.
 I can write an engaging introduction to my writing.
 I can write a conclusion to my writing to provide a sense of closure.
 I can show words to use order of events.
 I can research a topic using books and Internet resources.

Resources

- Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing)
- Portland Public Schools – Writing Units of Study and Resources (Informational Writing – How To, All About, Research)
- Benchmark Literacy – *Writing to Sources*
- *Craft Lessons – Teaching Writing K-8* by Ralph Fletcher and Joann Portalupi

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard
CC.1.4.1.F, L & R	<p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use common, proper and possessive nouns • Use singular and plural nouns with matching verb in basic sentences (e.g., He hops; We hop). • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Use frequently occurring adjectives • Use frequently occurring conjunctions (e.g., and, but, or, so, because). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., during, beyond, toward). • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. <p>L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Taught in Unit(s)	
<ul style="list-style-type: none"> • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 1 (Narrative) p. 30-39, 109-114, 151-157 • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 2 (Information) p. 60-62 • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 3 (Opinion) p. 25, 47-54, 97-98, 123-131 • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 4 (Narrative) p. 30-34, 132-140 • Benchmark Literacy – <i>Writing to Sources</i> – Conventions of English Mini-Lessons p. 27-63 	
Explanation/Example of Standard	
<p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p>	
Common Misconceptions	
<ul style="list-style-type: none"> • Adding endings to words can be difficult for students. 	

<ul style="list-style-type: none"> Teachers do not think explicit lessons need to be taught outlining grammar/conventions. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> First grade students speak using proper conventions and grammar. First grade students write using proper conventions and grammar. 	<ul style="list-style-type: none"> How do I speak in complete sentences using proper conventions and grammar? How do I write in complete sentences using proper conventions and grammar?
Assessments	
<ul style="list-style-type: none"> <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Opinion Student Checklists p. 90-91, Information Student Checklists p. 132 – 133, Narrative Student Checklists p. 186-187 Benchmark Literacy – <i>Writing to Sources</i> – Grade 1 Observational Writing Assessment Checklist p. 4-5 Anecdotal notes from student conferences Yearly writing portfolios 	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Dates and names Sentence structure Punctuation (period, comma, question mark, exclamation point) Letter-sound relationships (including common spelling patterns) Capital/lower-case letters Irregular words Various sentence types (simple and compound declarative, interrogative, imperative, and exclamatory) Verb tenses (past, present, future) Adjectives Conjunctions Prepositions Singular and plural nouns Personal, possessive, and indefinite pronouns Determiners (a, the, this, that, my, many, few) 	<ul style="list-style-type: none"> Recognize dates and names Capitalize dates and names Use a comma in a date Use commas to separate words in a series Say and write complete sentences Use knowledge of letter sounds to spell words Recognize and spell irregularly spelled words Use punctuation in sentences Write complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts
I Can Statements	
<p>I can use common, proper, and possessive nouns.</p> <p>I can use singular and plural nouns with the right verb.</p> <p>I can use pronouns. (I, me, my, they, them, their)</p> <p>I can use adjectives and adverbs correctly.</p> <p>I can use past, present, and future tense verbs.</p> <p>I can use adjectives.</p> <p>I can use conjunctions. (and, but, or, so, because)</p> <p>I can use determiners. (a, the, this, that, my, many, few)</p> <p>I can make simple and compound sentences.</p> <p>I can make telling and asking sentences.</p> <p>I can capitalize dates and names of people.</p> <p>I can punctuate sentences.</p> <p>I can use commas in dates.</p> <p>I can use commas when writing a series of words (three or more).</p> <p>I can spell irregular words (sight words).</p> <p>I can use what I know about phonics to spell new words.</p>	

Resources

- Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing)
- Benchmark Literacy – *Writing to Sources* – Conventions of English Mini-Lessons

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

PA Core Standards	Common Core State Standard	
CC.1.4.1.M-P	W.1.3 - 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.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Units 1 & 4 (Narrative) • Portland Public Schools – Writing Units of Study and Resources (Personal Narrative) 		
Explanation/Example of Standard		
<p>In first grade, students write narrative pieces that recount two or more appropriately sequenced events and include some details regarding what happened. They use narrative writing to describe an experience with thoughts and feelings</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, sharing writing and ideas, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
Common Misconceptions		
<ul style="list-style-type: none"> • Students know and use all of the components of a narrative story in their writing, including: characters, setting, beginning, middle, and ending. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Good authors use their experiences and background knowledge to help them with their writing. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors include important story elements to tell about events and reflect upon those events. • Good authors use temporal words to guide readers through their writing. • Good authors include details that bring events/people to life for the reader. 	<ul style="list-style-type: none"> • How do I come up with ideas for my story? • What are the story elements that I need to create my own narrative writing piece? • How do I organize my narrative writing so it's easy for the reader to follow? • How do I write an engaging introduction? • How can I add details and strong words choices to make my story “come to life”? • How can I bring my stories to an appropriate closure? 	
Assessments		
<ul style="list-style-type: none"> • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Learning Progression for Narrative Writing p. 178 • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Narrative Student Checklists p. 186-187 • Benchmark Literacy – <i>Writing to Sources</i> – Grade 1 Observational Writing Assessment Checklist p. 4-5 • Anecdotal notes from student conferences • Yearly writing portfolios 		

<p style="text-align: center;">Concepts (what students need to know)</p>	<p style="text-align: center;">Skills (what students must be able to do)</p>
<ul style="list-style-type: none"> • Topic/story ideas • Narrative writing components • Event(s) (topic and situation-what happened- for example, “my dog” is a topic; “my dog ate my homework” is an event) • Relevant details/examples (e.g., how things look, feel, smell, sound, taste) – “small moment” • Temporal/time order words (e.g. first, next, then) • Reaction/response (e.g. Why was the event important? How did the event make you feel?) • Order of events (e.g., beginning, middle, end) • Engaging beginning/introduction • Proper closure/ending/conclusion • Forms (e.g., stories, journal entries) 	<ul style="list-style-type: none"> • Verbally express ideas about a topic and its events • Use strong feelings to generate story ideas • Develop or create character(s) and plot • Select/identify two or more events to tell about • Provide relevant details about the event(s) • Organize writing in the order in which the events occurred, appropriately sequencing events • Use temporal words to signal event order and transition from one event to another • Begin the story with an engaging introduction • Provide a sense of closure/ending/conclusion • Write about a “small moment” instead of a general topic (write a focused narrative)

I Can Statements

- I can use what I know to write clear and organized stories.
- I can write stories that are exciting and engaging to my readers.
- I can verbally express ideas about my writing, including a topic and its events.
- I can use strong feelings to generate story ideas.
- I can begin my story with an engaging introduction/beginning.
- I can end my story with a proper closure/ending/conclusion.
- I can stay focused and write about a “small moment.”

Resources

- Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing)
- Portland Public Schools – Writing Units of Study and Resources (Personal Narrative)
- Benchmark Literacy – *Writing to Sources* (Units 1-10)
- *Craft Lessons – Teaching Writing K-8* by Ralph Fletcher and Joann Portalupi

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard	
CC.1.4.1.G-J	W.1.1 - 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 sense of closure.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 3 (Opinion) • Portland Public Schools – Writing Units of Study and Resources (Opinion – Author Study, Letter Writing) 		
Explanation/Example of Standard		
<p>First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, sharing writing and ideas, and emergent writing) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice- making throughout ELA. For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking.</p> <p>Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
Common Misconceptions		
<ul style="list-style-type: none"> • Students do not think they need to give a reason to support their opinion. • Students do not realize their main goal is to persuade their audience to believe their opinion. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Good persuasive writers state clear opinions in their writing. • Good persuasive writers target their writing to a specific audience. • Good persuasive writers give reasons and examples to support their opinion. • Good authors use model/example texts to guide them as they compose their own persuasive pieces. • Good authors use temporal words to guide readers through their writing. 	<ul style="list-style-type: none"> • How do I state a clear opinion about a topic? • Why is it important to identify my audience for my persuasive writing? • Why should I provide important reasons and examples to support that position? • How should I provide reasons and examples that support my opinion? • How do I organize my opinion writing so it persuades my readers? • How do I recognize a strong persuasive piece of writing? 	
Assessments		
<ul style="list-style-type: none"> • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Learning Progression for Opinion Writing p. 84 • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Opinion Student Checklists p. 90-91 • Benchmark Literacy – <i>Writing to Sources</i> – Grade 1 Observational Writing Assessment Checklist p. 4-5 • Anecdotal notes from student conferences • Yearly writing portfolios 		

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • How to persuade • Audience • Fact/Opinion • Reason(s) • Evidence (e.g., examples, facts) • Difference between important and unimportant reasons/facts/examples • Resources (e.g., teacher selected) • Effective introduction/hook (e.g., one that includes the writer's opinion) • How to logically group and organize ideas • Temporal/time order words (e.g. first, second, next) • Conclusion/closure/concluding statement • Format choices (e.g., friendly letter, advertisements) 	<ul style="list-style-type: none"> • Form an opinion about a topic or a text • Use teacher selected resources to locate and choose facts and/or examples <ul style="list-style-type: none"> ○ differentiating between important and unimportant reasons ○ addressing the needs of the audience • Use/select an appropriate writing format • Organize writing with a logical order • Generate ideas and reasons that could persuade an audience about a given topic • Write opinion pieces by <ul style="list-style-type: none"> ○ introducing a topic ○ stating an opinion ○ providing reasons that support the opinion ○ ordering reasons by importance ○ providing a sense of closure

I Can Statements

I can write clearly and effectively to express my opinion and persuade others.
 I can begin my story with an engaging introduction/beginning.
 I can end my story with a proper closure/ending/conclusion.
 I can differentiate between important and unimportant reasons.
 I can tell the difference between fact and opinion.
 I can target a specific audience.

Resources

- Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing)
- Portland Public Schools – Writing Units of Study and Resources (Opinion - Author Study, Letter Writing)
- Benchmark Literacy – *Writing to Sources* (Units 1-10)

Reflections

MCSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard	
CC.1.4.1.T CC.1.4.1.E, K & Q	W.1.5 - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
Taught in Unit(s)		
<ul style="list-style-type: none"> • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 1 (Narrative) p. 30-39, 47-55, 56-66, 137-138, 144-150, 151-157, 158-164 • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 2 (Information) p. 46-51, 52-59, 60-62, 94-101, 119-126, 131-132, 133-137 • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 3 (Opinion) p. 75-81, 91-99, 120, 132-141 • Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing) – Unit 4 (Narrative) p. 27, 35, 37, 66-67, 73-81, 113, 132-140, 146-147 		
Explanation/Example of Standard		
<p>With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add details and descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing/revising).</p>		
Common Misconceptions		
<ul style="list-style-type: none"> • Students believe that they are making their writing better by making it longer. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • With guidance and support from adults and peers, good writers reread and revise to strengthen writing pieces. • With guidance and support from adults and peers, good writers recognize and correct spelling, grammar, and punctuation errors. 	<ul style="list-style-type: none"> • How do I use revising to ensure my writing makes sense and is engaging to the reader? • How do I use editing to ensure correct spelling, grammar, and punctuation in my writing? • How do I determine what I need to edit or revise in my writing? 	
Assessments		
<ul style="list-style-type: none"> • <i>Writing Pathways Grades K-5</i> by Lucy Calkins – Opinion Student Checklists p. 90-91, Information Student Checklists p. 132 – 133, Narrative Student Checklists p. 186-187 • Benchmark Literacy – <i>Writing to Sources</i> – Grade 1 Observational Writing Assessment Checklist p. 4-5 • Anecdotal notes from student conferences • Yearly writing portfolios 		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Sight words/irregular words • Adjectives • Details • Dates and names • Sentence structure • Punctuation (period, comma, question mark, exclamation point) • Letter-sound relationships (including common spelling patterns) • Capital/lower case letters 	<ul style="list-style-type: none"> • Identify where to add details • Use writing resources (word wall, word list, editing checklist) • Reread writing to ensure it makes sense • Recognize dates and names • Capitalize dates and names • Say and write complete sentences • Use knowledge of letter sounds to spell words • Spell sight words/irregular words correctly using writing resources • Use proper punctuation in sentences 	

I Can Statements

I can reread my own writing to make sure it makes sense.

I can revise my writing to make it more engaging to my readers.

I can edit my writing to ensure it has correct spelling, grammar and punctuation.

I can improve my writing by using a rubric or conferencing with an adult or peer.

Resources

- Lucy Calkins Writing Kit (Units of Study in Opinion, Information, and Narrative Writing)
- Benchmark Literacy – *Writing to Sources* – Conventions of English Mini-Lessons

Reflections



Name _____

Sight Word Assessment FIRST GRADE

Directions: Have the student point and read each word. If the student reads the word within 3 seconds, put a checkmark in the box beside the word on the score sheet. If the student takes longer than 3 seconds to read a word it is not considered automatic.

play	his	that	but	had	him	all	
say	her	some	little	down	new	make	
does	too	three	one	long	could	walk	
when	where	your	or	did	what	so	
get	them	would	will	give	from	yes	
big	if	came	ask	very	over	its	
ride	into	just	blue	red	any	about	
around	don't	how	know	right	got	take	
where	these	every	pretty	jump	green	four	
away	old	by	their	call	after	well	
think	ran	let	help	going	sleep	brown	
yellow	five	six	two	before	eat	who	small



Name _____

Sight Word Assessment FIRST GRADE Score Sheet

Date							
play							
his							
that							
but							
had							
him							
all							
say							
her							
some							
little							
down							
new							
make							
does							
too							
three							
one							
long							
could							
walk							
when							
were							
your							
or							
did							
what							
so							
Total							

Date							
get							
them							
would							
will							
give							
from							
yes							
big							
if							
came							
ask							
very							
over							
its							
ride							
into							
just							
blue							
red							
any							
about							
around							
don't							
how							
know							
right							
got							
take							
Total							

Date							
where							
these							
every							
pretty							
jump							
green							
four							
away							
old							
by							
their							
call							
after							
well							
think							
ran							
let							
help							
going							
sleep							
brown							
yellow							
five							
six							
two							
before							
eat							
who							
small							
Total							

