

Curriculum Map: Common Core ELA Grade 1

Course: First-LangEnglish Subtopic: English

Grade(s): None specified

Course Description: Students in grade 1 continue to build on the Foundational Skills of Reading, Reading Literature, Reading Informational Texts, Writing, Speaking and Listening and Conventions of Language learned in kindergarten through whole group instruction, small group instruction, including flexible learning groups, cooperative learning and individual and small group learning stations. They learn to read and write more independently by learning to decode letter patterns using phonics, syllabication and word parts. As students' reading and writing skills become more refined, they begin to apply their knowledge to new topics and situations that are stimulated through the exposure to a variety of read aloud stories, nonfiction texts, and poetry. They work towards fluent oral and silent reading. They learn a variety of comprehension strategies such as activating prior knowledge to read and understand grade level text in both fiction and nonfiction. They identify plot, setting and characters in a story in addition to the beginning, middle and end of a story. Students learn to write coherent sentences and paragraphs that develop a central idea and learn to use the writin process: prewriting, drafting, revising and editing. They write narratives by producing journal entries, opinion pieces, friendly letters, brief descriptions and stories based on familiar experiences and from exposure to various literary texts. They also practice their speaking skills in order to build a foundation for college amd career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations- as part of a whole class, in small groups, and with a partner.

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Unit 1 Foundational Skills of Reading

Unit/Module Description: Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

Unit/Module Big Ideas: Effective readers use appropriate strategies to construct meaning.

Unit/Module Essential Questions: How do strategic readers create meaning from informational and literary text?

Unit/Module Key Terminology & Definitions: **Act** – a main part of a play, such as the beginning, middle, or end

Adjective – a word that describes a noun

Adverb – a word that describes a verb

Antonyms – words that have the opposite meaning

Article – a word that tells you whether a noun is definite or indefinite

Capital Letter – and “upper-case” letter

Capitalize – to make the first letter in a word a capital letter

Cause – the reason something happens; leads to an effect

Character – a person in a story

Comma – a special mark used to separate items in a list

Compare – look for things that are the same about two sentences, passages, or topics

Concluding Sentence – a sentence that ends a paragraph and sums up its main point

Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics

Definite Article – tells you exactly which person, place, or thing you are talking about

Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Dialogue – the spoken lines characters say to each in a drama

Drama – a story that is written to be performed on a stage, such as a play

Effect – the result of a cause

Exaggeration – saying that something is more than what it is

Fact – a statement that is always true

Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic

Homographs – words that are spelled the same, but that have different meanings

Homophones – words that sound the same, but that have different meanings and spellings

Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about

Inference – a conclusion that make, based on the information you have

Main Character – the person a story is mostly about

Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Nonfiction – a type of writing that contains facts and teaches you something

Noun – a person, place, or thing

Opinion – a belief about a subject

Pattern – something repeated over and over again

Period – a special mark used to show that a statement has ended

Plot – the main action in a story

Poem – a type of writing that includes stanzas, rhythm, and rhyme

Prefix – a group letters added to the beginning of a root word to form a new word

Pronoun – a word that takes the place of a noun

Rhyme – a set of words or lines that sound very much alike

Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

Root word – a simple word that becomes a new word by adding more letters at the beginning or end

Scene – a small part of a play; part of an act

Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen

Simile – a comparison of two like things, using the words “like” or “as”

Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

Stanza – a set of lines in a poem

Subject – the noun that is the subject of a sentence

Suffix – a group of letters added to the end of a root word to form a new word

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

Unit/Module Student Learning Outcomes: Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation)
Distinguish long from short vowel sounds in spoken single syllable words.
Count, pronounce, blend, and segment syllables in spoken words.
Orally produce single syllable words, including consonant blends and digraphs.
Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words.
Add or substitute individual sounds in one syllable words to make new words.
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.
Read on level text with purpose and understanding with accuracy and fluency.
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.

Unit/Module Materials: Storytown Resources
Leveled Readers
Harcourt website
letter cards
phoneme maps
Headsprout
Star Fall website
various centers
games
word wall
word cards

STANDARDS

STATE: Pennsylvania Learning Standards for Early Childhood - First Grade

- [1.1.A \(Advanced\)](#) Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks
- [1.1.B \(Advanced\)](#) Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words
- [1.1.C \(Advanced\)](#) Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words
- [1.1.D \(Advanced\)](#) Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression

Lesson Topic:

Lesson Topic: Lesson 1 Print Concepts

Core Students will demonstrate understanding of the organization and basic features of print. They

Lesson/Topic Description: will recognize the distinguishing features of a sentence(ex. first word, capitalization, ending punctuation).

Core Lesson/Topic Big Ideas: Understand concepts of print and sentence structure.

Core Lesson/Topic Essential Questions: Can you identify the basic features of print?
Can you explain how a sentence is organized (ex. first word, capitalization, ending punctuation)?

Core Lesson/Topic Key Terminology & Definitions:

- Capital Letter** – and “upper-case” letter
- Capitalize** – to make the first letter in a word a capital letter
- Comma** – a special mark used to separate items in a list
- Concluding Sentence** – a sentence that ends a paragraph and sums up its main point
- Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage
- Period** – a special mark used to show that a statement has ended
- Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph
- Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph
- Verb** – the action word in a sentence

Core Lesson/Topic Student Learning Outcomes:

The students will understand the basic features of print.
The students will recognize the distinguishing features of a sentence.

Core Lesson/Topic Instructional Procedures & Activities:

[if !supportLists]-->·	<!--[endif]-->Identify the first word in a sentence.
[if !supportLists]-->·	<!--[endif]-->Identify the last word in a sentence.
[if !supportLists]-->·	<!--[endif]-->Explain when to capitalize a word in a sentence.
[if !supportLists]-->·	<!--[endif]-->Identify a period in the context of a sentence.
[if !supportLists]-->·	<!--[endif]-->Identify a question mark in the context of a sentence.
[if !supportLists]-->·	<!--[endif]-->Identify an exclamation mark in the context of a sentence.
[if !supportLists]-->·	<!--[endif]--> Demonstrate understanding of the organization and basic features of print.
[if !supportLists]-->·	<!--[endif]--> Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).

Lesson Topic: Lesson 2 Phonological Awareness

Core Lesson/Topic Instructional Procedures & Activities:

[if !supportLists]-->·	<!--[endif]-->Identify short vowel sounds in spoken single-syllable words.
[if !supportLists]-->·	<!--[endif]-->Identify long vowel sounds in spoken single-syllable words.
[if !supportLists]-->·	<!--[endif]-->Distinguish long from short vowel sounds in spoken single-syllable words.

- [if !supportLists]-->· <!--[endif]-->Produce phonemes including consonant blends.
- [if !supportLists]-->· <!--[endif]-->Combine individual phonemes to produce a word.
- [if !supportLists]-->· <!--[endif]-->Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- [if !supportLists]-->· <!--[endif]-->Isolate and pronounce the initial sound in single-syllable words.
- [if !supportLists]-->· <!--[endif]-->Isolate and pronounce the medial sound in single-syllable words.
- [if !supportLists]-->· <!--[endif]-->Isolate and pronounce the final sound in single-syllable words.
- [if !supportLists]-->· <!--[endif]-->Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Lesson Topic: Lesson 3 Phonics and Word Recognition

Core Lesson/Topic Essential Questions:

Core Lesson/Topic Instructional Procedures & Activities:

- Identify and produce orally corresponding sound for digraph symbol.
- [if !supportLists]-->· <!--[endif]-->Use corresponding symbol for digraph sound.
- [if !supportLists]-->· <!--[endif]-->Know the spelling-sound correspondences for common consonant digraphs.
- Isolate letter-sound correspondences in sequence.
- [if !supportLists]-->· <!--[endif]-->Blend letter-sound correspondences in regularly spelled short vowel words.
- [if !supportLists]-->· <!--[endif]-->Decode regularly spelled one-syllable words.
- Identify spelling patterns for long vowel sounds.
- [if !supportLists]-->· <!--[endif]-->Use final -e pattern to read and write words.
- [if !supportLists]-->· <!--[endif]-->Identify spelling-sound correspondences for inflectional endings (e.g., -ed, -ing, -es).
- [if !supportLists]-->· <!--[endif]-->Identify base word.
- [if !supportLists]-->· <!--[endif]-->Solve new words by applying inflectional endings to base words.
- [if !supportLists]-->· <!--[endif]-->Read words with inflectional endings.
- [if !supportLists]-->· <!--[endif]-->Use common vowel team conventions (e.g., ai, ay, ea, oa) to read and write words.
- [if !supportLists]-->· <!--[endif]-->Distinguish between long and short vowel words utilizing common spelling patterns.
- [if !supportLists]-->· <!--[endif]-->Know final -e and common vowel team conventions for representing long vowel sounds.
- [if !supportLists]-->· <!--[endif]-->Identify the vowel sounds in a word.
- [if !supportLists]-->· <!--[endif]-->Demonstrate the knowledge of syllables in a given word.
- [if !supportLists]-->· <!--[endif]-->Identify common spelling patterns (e.g., CVC, CVVC,

VCE)

[if !supportLists-->· <!--[endif-->Apply knowledge of common spelling patterns (e.g., CVC, CVVC, VCE) to count syllables in a printed word.

[if !supportLists-->· <!--[endif-->Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

[if !supportLists-->· <!--[endif-->Identify the vowel sounds in a word.

[if !supportLists-->· <!--[endif-->Demonstrate the knowledge of syllables in a given word.

[if !supportLists-->· <!--[endif-->Identify common spelling patterns (e.g., CVC, CVVC, VCE)

[if !supportLists-->· <!--[endif-->Apply knowledge of common spelling patterns (e.g., CVC, CVVC, VCE) to count syllables in a printed word.

[if !supportLists-->· <!--[endif-->Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

[if !supportLists-->· <!--[endif-->Apply knowledge of previously learned spelling patterns to decode two-syllable words.

[if !supportLists-->· <!--[endif-->Decode two-syllable words following basic patterns by breaking the words into syllables.

Lesson Topic: Lesson 4 Fluency

Core	Identify the type of text.
Lesson/Topic	Identify the purpose for reading.
Instructional	Identify prior knowledge in relation to text.
Procedures &	Use prior knowledge to make predictions about text.
Activities:	Use illustrations to make predictions about text. Construct meaning from on-level text Read on-level text with purpose and understanding. Read on-level text accurately and independently on successive readings. Read on-level text with inflection on successive readings. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Monitor reading for meaning. Monitor reading for visual information. Monitor structural information of text. Reread as needed. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read with sufficient accuracy and fluency to support comprehension.

Unit: Unit 2 Reading Informational Text

Unit/Module

Description: Students read, understand and respond to informational text with an emphasis on comprehension, vocabulary acquisition and making connections among ideas and between texts with a focus on textual evidence . Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

Unit/Module

Big Ideas: Effective readers use appropriate strategies to construct meaning.
An expanded vocabulary enhances one's ability to express ideas and information.
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Unit/Module

Essential Questions: What is this text really about?
What strategies and resources do I use to figure out unknown vocabulary?
How do strategic readers create meaning from informational text?
How does interaction with text provoke thinking and response?
How does what readers' read influence how they should read it?
How does the readers' purpose influence how text should be read?

Why learn new words?

**Unit/Module
Key
Terminology &
Definitions:**

Act – a main part of a play, such as the beginning, middle, or end

Antonyms – words that have the opposite meaning

Article – a word that tells you whether a noun is definite or indefinite

Capital Letter – and “upper-case” letter

Capitalize – to make the first letter in a word a capital letter

Cause – the reason something happens; leads to an effect

Character – a person in a story

Comma – a special mark used to separate items in a list

Compare – look for things that are the same about two sentences, passages, or topics

Concluding Sentence – a sentence that ends a paragraph and sums up its main point

Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics

Definite Article – tells you exactly which person, place, or thing you are talking about

Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Dialogue – the spoken lines characters say to each in a drama

Drama – a story that is written to be performed on a stage, such as a play

Effect – the result of a cause

Exaggeration – saying that something is more than what it is

Fact – a statement that is always true

Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic

Homographs – words that are spelled the same, but that have different meanings

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Inference – a conclusion that make, based on the information you have

Main Character – the person a story is mostly about

Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Nonfiction – a type of writing that contains facts and teaches you something

Opinion – a belief about a subject

Pattern – something repeated over and over again

Period – a special mark used to show that a statement has ended

Plot – the main action in a story

Poem – a type of writing that includes stanzas, rhythm, and rhyme

Prefix – a group letters added to the beginning of a root word to form a new word

Rhyme – a set of words or lines that sound very much alike

Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

Root word – a simple word that becomes a new word by adding more letters at the beginning or end

Scene – a small part of a play; part of an act

Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen

Simile – a comparison of two like things, using the words “like” or “as”

Stanza – a set of lines in a poem

Subject – the noun that is the subject of a sentence

Suffix – a group of letters added to the end of a root word to form a new word

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

**Unit/Module
Student
Learning
Outcomes:**

Use various text features and search tools to locate key facts or information in a text.
Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
Use the illustrations and details in a text to describe its key ideas.
Identify the reasons an author gives to support points in a text.
Identify basic similarities in and differences between two texts on the same topic.
Identify the main idea and retell key details of text
Ask and answer questions about key details in a text.
Describe the connection between two individual events, ideas, or pieces of information in a text.
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.

**Unit/Module
Materials:**

Storytown Resources
Leveled Readers
Harcourt website
letter cards
phoneme maps
Headsprout
Star Fall website
various centers
games
word wall
word cards

STANDARDS

STATE: Pennsylvania Learning Standards for Early Childhood - First Grade

- [1.1.E \(Advanced\)](#) Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning
- [1.2.A \(Advanced\)](#) Identify, analyze and apply knowledge of the elements of a variety of informational texts to demonstrate an understanding of the information presented
- [1.2.B \(Advanced\)](#) Identify a variety of media to gain information (e.g., computer, tape recorder, television and recorded media)

Lesson Topic: Lesson 1 Main Idea

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify key details.
	[if !supportLists]-->·	<!--[endif]-->Identify main topic.
	[if !supportLists]-->·	<!--[endif]-->Explain how the key details relate to the main idea.
	[if !supportLists]-->·	<!--[endif]-->Retell key details of a text.
	[if !supportLists]-->·	<!--[endif]-->Identify the main topic and retell key details of a text.

Lesson Topic: Lesson 2 Text Analysis

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify individual events, ideas, or information to be compared.
	[if !supportLists]-->·	<!--[endif]-->List similarities.
	[if !supportLists]-->·	<!--[endif]-->Explain how similarities show the connection between two pieces of information in a text.
		Describe the connection between two individual events, ideas, or pieces of information in a text.

Lesson Topic: Lesson 3 Text Structure

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Define text features (e.g., headings, tables of contents, glossaries, electronic menus, icons).
	[if !supportLists]-->·	<!--[endif]-->Located the various text features.
	[if !supportLists]-->·	<!--[endif]-->Explain how the various text features help you understand the text.
	[if !supportLists]-->·	<!--[endif]-->Use various text features to locate key facts or information in a text.
		Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Lesson Topic: Lesson 4 Vocabulary

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify words and phrases to be clarified.
	[if !supportLists]-->·	<!--[endif]-->Ask questions concerning the meaning of words and phrases.
	[if !supportLists]-->·	<!--[endif]-->Reread text for context clues to clarify meaning of words and phrases.
		Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Lesson Topic: Lesson 5 Integration of Knowledge and Ideas/Diverse Media

Core Lesson/Topic	[if !supportLists]-->·	<!--[endif]-->Identify and describe information from the pictures, to gain information.
Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify and describe information from the words in a text to gain information.
	[if !supportLists]-->·	<!--[endif]-->Explain the differences between information provided by pictures or other illustration and information provided by the words in a text.
	[if !supportLists]-->·	<!--[endif]-->Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Locate and describe how the illustrations in the text support the key ideas.
	[if !supportLists]-->·	<!--[endif]-->Locate and describe how the details in the text support the key ideas.
		Use the illustrations and details in a text to describe its key ideas.

Lesson Topic: Lesson 6 Integration and Knowledge and Ideas/Author's Point of View

Core Lesson/Topic	[if !supportLists]-->·	<!--[endif]-->Identify and describe the main point or topic.
Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify and describe the supporting points in the text.
	[if !supportLists]-->·	<!--[endif]-->Describe how the author's reasons explain the main point or topic.
		Identify the reasons an author gives to support points in a text.

Lesson Topic: Lesson 7 Integration of Knowledge and Ideas/ Analysis Across Texts

Core Lesson/Topic	[if !supportLists]-->·	<!--[endif]-->Identify similarities in two texts on a topic.
Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify differences in two texts on a topic.
	[if !supportLists]-->·	<!--[endif]-->Explain similarities and differences between two texts on the same topic.
	[if !supportLists]-->·	<!--[endif]-->Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Unit: Unit 3 Reading Literature

Unit/Module Description: Students read and respond to works of literature with an emphasis on comprehension, making connections among big ideas and between texts with a focus on textual evidence . Students learn key ideas and details, craft and stucture, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

Unit/Module Big Ideas: Effective readers use appropriate strategies to construct meaning.
An expanded vocabulary enhances one's ability to express ideas and information.
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Unit/Module Essential Questions: How do strategic readers create meaning from literary text?
How does what readers read influence how they should read?
Why learn new words?
What strategies and resources do I use to figure out unknown vocabulary?
What is this text really about?
How does interaction with text provoke thinking and response?
How do readers know what to believe?
How does a readers' purpose influence how text should be read?
Can you use the text and illustrations to describe the characters, settings, and major events?
Can you answer who, what, when, why, and how about the story?
Can you retell the story using key details?
Can you explain how you know that this story is fiction or nonfiction?

Can you explain how you know who is telling the story?
Can you read this grade level appropriate story or poem?

**Unit/Module
Key
Terminology &
Definitions:**

Act – a main part of a play, such as the beginning, middle, or end

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Adverb – a word that describes a verb

Antonyms – words that have the opposite meaning

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Character – a person in a story

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Drama – a story that is written to be performed on a stage, such as a play

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Fact – a statement that is always true

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Main Character – the person a story is mostly about

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Metaphor – a suggested comparison of two like things that does not use “like” or “as”

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Noun – a person, place, or thing

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Pattern – something repeated over and over again

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Sequence – the order in which events in a passage happen

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Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

Stanza – a set of lines in a poem

Subject – the noun that is the subject of a sentence

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Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

Unit/Module Student Learning Outcomes: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Read and comprehend literature on grade level, reading independently and proficiently. Students will understand:
*Key details and ideas in a text
*Story elements and structure
*The relationship between illustrations in a text and familiar stories
* How to read with purpose and understanding in prose and poetry

Unit/Module Materials: Storytown Resources
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Harcourt website
letter cards
phoneme maps
Headsprout
Star Fall website
various centers
games
word wall
word cards

STANDARDS

[1.1.E \(Advanced\)](#)

Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning

[1.3.A \(Advanced\)](#)

Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection

Lesson Topic: Lesson 1 Key Ideas and Details/Theme

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify key details (characters, setting, problem, and solution).
	[if !supportLists]-->·	<!--[endif]-->Identify what happens at the beginning, middle, and end.
	[if !supportLists]-->·	<!--[endif]-->Describe key details.
	[if !supportLists]-->·	<!--[endif]-->Determine the difference between a question and a statement.
	[if !supportLists]-->·	<!--[endif]-->Respond appropriately to questions (who, what, when, where).
	[if !supportLists]-->·	<!--[endif]-->Ask questions about key details in a text.
	[if !supportLists]-->·	<!--[endif]-->Answer questions about key details in a text.

Lesson Topic: Lesson 2 Key Ideas and Details/Literary Elements

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify story elements.
	[if !supportLists]-->·	<!--[endif]-->Identify key details.
	[if !supportLists]-->·	<!--[endif]-->List main events in sequence.
	[if !supportLists]-->·	<!--[endif]-->Retell story using details (who, what, when, where, and how).
	[if !supportLists]-->·	<!--[endif]-->Identify the main idea/theme of the story.
	[if !supportLists]-->·	<!--[endif]-->Describe the events and/or details that support this main idea/theme. Retell stories, including details, and demonstrate understanding of their central message or lesson.
		Describe characters using key details.
	[if !supportLists]-->·	<!--[endif]-->Describe setting using key details.
	[if !supportLists]-->·	<!--[endif]-->Describe problem using key details.
	[if !supportLists]-->·	<!--[endif]-->Identify major events in sequence including any key details. Describe characters, setting, and major events in a story using key details.

Lesson Topic:

Lesson Topic: Lesson 3 Craft and Structure/Point of View

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists]-->·	<!--[endif]-->Identify characters.
	[if !supportLists]-->·	<!--[endif]-->Define narrator.
	[if !supportLists]-->·	<!--[endif]-->Identify narrator.
		Identify who is telling the story at different points in a text.

Lesson Topic: Lesson 4 Craft and Structure/Text Structure

Core Lesson/Topic Instructional Procedures & Activities:	[if !supportLists-->· <!--[endif-->Identify a wide variety of text (storybooks, everyday print, realistic fiction, fiction, non-fiction, and fantasy).
	[if !supportLists-->· <!--[endif-->Identify the characteristics of informational (non-fiction) or literary (fiction) text.
	[if !supportLists-->· <!--[endif-->Compare and contrast literary and informational text.
	[if !supportLists-->· <!--[endif-->Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Lesson Topic: Lesson 5 Vocabulary

Core Lesson/Topic Instructional Procedures & Activities:	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level and content.
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Unit: Unit 4 Writing

Unit/Module Description: Students write clear and focused text to convey a well-defined perspective and appropriate content for different purposes and audience.

Unit/Module Big Ideas: Writing is a means of documenting thinking.
Writing is a recursive process that conveys ideas, thoughts and feelings.
Purpose, topic and audience guide types of writing.

Unit/Module Essential Questions: What role does writing play in our lives?
How do we develop into effective writers?
To what extent does the writing process contribute to the quality of writing?

Unit/Module Key Terminology & Definitions:

- Adjective** – a word that describes a noun
- Antonyms** – words that have the opposite meaning
- Capital Letter** – and “upper-case” letter
- Capitalize** – to make the first letter in a word a capital letter
- Comma** – a special mark used to separate items in a list
- Compare** – look for things that are the same about two sentences, passages, or topics
- Concluding Sentence** – a sentence that ends a paragraph and sums up its main point
- Context** – the text surrounding a word or sentence
- Contrast** – to find things that are different about two sentences, passages, or topics
- Definite Article** – tells you exactly which person, place, or thing you are talking about
- Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage
- Exaggeration** – saying that something is more than what it is
- Fact** – a statement that is always true
- Fiction** – stories that are made-up; events in fictional stories did not really happen
- Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic
- Homographs** – words that are spelled the same, but that have different meanings
- Homophones** – words that sound the same, but that have different meanings and spellings
- Indefinite Article** – an article that does not tell you exactly which person, place, or thing you

are talking about

Inference – a conclusion that make, based on the information you have

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Nonfiction – a type of writing that contains facts and teaches you something

Noun – a person, place, or thing

Opinion – a belief about a subject

Pattern – something repeated over and over again

Period – a special mark used to show that a statement has ended

Prefix – a group letters added to the beginning of a root word to form a new word

Pronoun – a word that takes the place of a noun

Rhyme – a set of words or lines that sound very much alike

Root word – a simple word that becomes a new word by adding more letters at the beginning or end

Simile – a comparison of two like things, using the words “like” or “as”

Subject – the noun that is the subject of a sentence

Suffix – a group of letters added to the end of a root word to form a new word

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

**Unit/Module
Student
Learning
Outcomes:**

Informational: Identify and write about one specific topic,develop the topic with two or more facts, group information and provide some sense of closure, choose words and phrases for effect.

Opinion: Form an opinion by choosing among given topics, support the opinion with reasons related to the opinion, create an organizational structure that includes reasons and provides some sense of closure, use a variety of words and phrases.

Narrative: Establish “who” and “what” the narrative will be about, include thoughts and feelings to describe experiences and events, recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure, use a variety of words and phrases.

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.

**Unit/Module
Materials:**

Storytown Resources
Leveled Readers
Harcourt website
letter cards
phoneme maps
Headsprout
Star Fall website

various centers
games
word wall
word cards

STANDARDS

STATE: Pennsylvania Learning Standards for Early Childhood - First Grade

1.4.A (Advanced)	Narrative: Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events
1.4.B (Advanced)	Informational: Develop and demonstrate the writing of informational pieces that provides information related real-world tasks
1.4.C (Advanced)	Persuasive: Develop and demonstrate persuasive writing that is used for the purpose of influencing the reader
1.5.A (Advanced)	Prewriting: Uses prewriting strategies to generate ideas and formulate a plan
1.5.B (Advanced)	Drafting: Write clear and coherent sentences and paragraphs that develop a central idea
1.5.C (Advanced)	Revising: Revise and refine the draft for clarity and effectiveness
1.5.D (Advanced)	Editing: Edit and correct the draft for standard language conventions
1.5.E (Advanced)	Publishing: Write a final product for the intended audience
1.5.F (Advanced)	Penmanship: Engage in the writing process and write to clearly communicate ideas and experiences in eligible print

This Curriculum Map Unit has no Topics to display

Unit: Unit 5 Speaking, Listening and Language

Unit/Module Description: Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

Unit/Module Big Ideas: Active listeners make meaning by what they hear by questioning, reflecting, responding and evaluating.
Effective speakers prepare and communicate to address the audience and purpose.

Unit/Module Essential Questions: What do good listeners do?
How do active listeners make meaning?
How do active listeners know what to believe in what they hear?
How do task, purpose, and audience influence how speakers craft and deliver a message?
How do speakers employ language and utilize resources to effectively communicate a message?

Unit/Module Key Terminology & Definitions:

- Adjective** – a word that describes a noun
- Adverb** – a word that describes a verb
- Antonyms** – words that have the opposite meaning
- Article** – a word that tells you whether a noun is definite or indefinite
- Capital Letter** – and “upper-case” letter
- Capitalize** – to make the first letter in a word a capital letter
- Character** – a person in a story
- Comma** – a special mark used to separate items in a list
- Compare** – look for things that are the same about two sentences, passages, or topics
- Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics

Definite Article – tells you exactly which person, place, or thing you are talking about

Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Dialogue – the spoken lines characters say to each in a drama

Drama – a story that is written to be performed on a stage, such as a play

Effect – the result of a cause

Exaggeration – saying that something is more than what it is

Fact – a statement that is always true

Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic

Homographs – words that are spelled the same, but that have different meanings

Homophones – words that sound the same, but that have different meanings and spellings

Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about

Inference – a conclusion that make, based on the information you have

Main Character – the person a story is mostly about

Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Nonfiction – a type of writing that contains facts and teaches you something

Noun – a person, place, or thing

Opinion – a belief about a subject

Pattern – something repeated over and over again

Period – a special mark used to show that a statement has ended

Plot – the main action in a story

Poem – a type of writing that includes stanzas, rhythm, and rhyme

Prefix – a group letters added to the beginning of a root word to form a new word

Pronoun – a word that takes the place of a noun

Rhyme – a set of words or lines that sound very much alike

Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

Root word – a simple word that becomes a new word by adding more letters at the beginning or end

Scene – a small part of a play; part of an act

Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen

Simile – a comparison of two like things, using the words “like” or “as”

Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

Stanza – a set of lines in a poem

Subject – the noun that is the subject of a sentence

Suffix – a group of letters added to the end of a root word to form a new word

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

**Unit/Module
Student
Learning
Outcomes:**

Participate in collaborative conversations with peers and adults in small and larger groups.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Produce complete sentences when appropriate to task and situation.

**Unit/Module
Materials:**

Storytown Resources
Leveled Readers
Harcourt website
letter cards
phoneme maps
Headsprout
Star Fall website
various centers
games
word wall
word cards

STANDARDS

STATE: Pennsylvania Learning Standards for Early Childhood - First Grade

- [1.6.A \(Advanced\)](#) Apply listening and speaking strategies effectively
- [1.6.B \(Advanced\)](#) Use electronic media for learning purposes, such as generating a journal or story
- [1.7.A \(Advanced\)](#) Distinguish commonly used words from other languages
- [1.7.B \(Advanced\)](#) Identify variations in the dialogues of literary characters
- [1.8.A \(Advanced\)](#) Use a systematic process for the collection, processing and presentation of information

This Curriculum Map Unit has no Topics to display

