

Vocabulary	An expanded vocabulary enhances one's ability to express ideas and information	1.What strategies and resources does the learner use to figure out unknown vocabulary	*Word Analysis *Multiple Meaning Words. *Synonyms *Antonyms *Prefixes *Suffixes	*Clarify the meaning of unknown and multiple meaning words using a range of strategies and tools. (literary and information) *Understand word relationships and nuances in word meanings. (literary and informational) *Building knowledge of word webs, dictionary skills, thesaurus, context clues, prefixes & suffixes.	*Weekly comprehension test *oral discussion *written response *student driven project based assessment *formative/summative assessments	*Online resources *district wide resources *title I resources	CC.1.3.2.1 E03.A-- V.4.1.1 E03.A-- V.4.1.2 CC.1.2.2.K E03.B-- V.4.1.1 E03.B-- V.4.1.2	M I I M I I
	Big Idea	Essential Questions	Content	Skills	Assessment	Resources	Standards	Trick Words
Foundational Skills	Effective readers use appropriate strategies to construct meaning.	1.How do strategic readers create meaning from informational and literary text?	*Phonics & word recognition	Units 1-5 Digraphs, blends C, k, ck Bonus letter(ff,ll,zz,ss) all,am, an, ang, ing, ong, ung, ank, ink, onk, unk, ei, ay,ee,ea,ey,closed syllable exceptions: ild, ink, old, olt, ost, oi,oy suffixes- s, es, ed, ing, er, est, ed/d/t/ oa,oe,ow,ou,oo,ue,ew 2 syllable words Multisyllabic words Compound words Suffixes- ful,ment,ness,less,able,en,is h,au,aw,ic	*Weekly Spell Checks *Daily formative assessment (informal)	FUNdations Level 2	CC.1.1.2.D	Win Which Again Away More Even Their Animal Here Use Used Water Knew know
Writing	Big Idea	Essential Questions	Content	Skills	Assessment	Resources	Standards	I/M/R/D

	Audience and purpose influence a writer's choice of organizational patterns, language and literary techniques	1.What is the purpose of writing?	*Focus for writing	<p>Informational: Identify and introduce the topic.</p> <p>Opinion: Identify the topic and state an opinion.</p> <p>Narrative: Establish a situation and introduce a narrator and/or characters.</p> <p>A. tell about a topic (orally) with two or more facts.</p> <p>B. Create Illustrations.</p> <p>C. Develop the topic.</p> <p>D. Identify purpose and audience.</p> <p>E. Incorporate details relevant to the topic.</p>	*Student written work *Teacher created writing rubrics	*online resources *District wide curricular resources.	<p>CC.1.4.2 B</p> <p>CC.1.4.2 H</p> <p>CC.1.4.2 HN</p>	M D I I I
	Audience and purpose influence a writers choice of organizational pattern, language and literacy techniques.	1.Why do writers write? 2.What is the purpose?	Types of writing	Write routinely over expanded time frames (time for research, reflection, and revision) and shorter time frames (a single sitting, or a day or two) for a range of discipline specific tasks, purposes and audiences.	Student Written Work	*Online resources *District Wide Curricular resources	CC.1.4.2.X	D D
	Audience and purpose influence a writers choice of organizational pattern, language and literacy techniques.	1.What makes clear and effective writing?	*Production and distribution of writing	<p>Revise and edit writing with guidance and support from adults and peers.</p> <p>A. Revise for focus/content.</p> <p>B. Revise conventions</p>	*Student written work	*online resources *District wide curricular resources	CC.1.4.2T	I
	Big Idea	Essential Questions	Content	Skills	Assessment	Resources	Standards	I/M/R/D

Speaking and Listening	Effective speakers prepare and communicate messages to address the audience and purpose.	1.How do task, purpose and audience influence how speakers craft and delivery a message. 2.How do speakers employ language and utilize resources to effectively communicate a message.	*conventions of standard English	*Demonstrate commands of the conventions of standard English when speaking based on grade level and content.	*Oral response	*online resources *District provided resources	CC.1.5.2.G	D
	Effective speakers prepare and communicate messages to address the audience and purpose.	1.How do task, purpose and audience influence how speakers craft and deliver a message. 2. How do speakers employ language and utilize resources to effectively communicate a message?	*Purpose, audience, and task. *Content	*Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly and in coherent sentences. *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*oral response	*online resources *district provided resources	CC.1.5.2D CC.1.5.2E	D
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Grammar	Rules of grammar	1.How do grammar and	Writing conventions	Demonstrate a grade appropriate command of	*student written work	Online resources	CC.1.4.2F CC.1.4.2R	

<p>(Micro-level skills)</p>	<p>and convention of language support clarity of communications between writers/speakers and readers/listeners</p>	<p>the conventions of language influence spoken and written communication?</p>		<p>the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>Capitalization and Punctuation.</p> <ul style="list-style-type: none"> *Capitalizing sentence beginnings *Capitalize names of people/dates *End punctuation (exclamation, question, period) <p>Parts of speech/sentence parts</p> <ul style="list-style-type: none"> *Use pronoun "I" *Common Nouns *Proper nouns *Action verbs *Simple sentences. *Subject/predicates *Articles (a, an, the) 	<ul style="list-style-type: none"> *Core assessment *Proofreading pages *grammar practice pages. 	<p>District wide curricular resources</p>		<p>M D D M D D D D I</p>

Curriculum Map 2nd Nine Weeks

	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Reading	Effective Readers use appropriate strategies to construct meaning.	1.What is the text really about? 2. How do readers create meaning from informational and literary text?	*text structure *main idea/details *theme *summarize *genre	*identify the main idea (informational)*identify the theme of story, drama, or poem (literary)*explain how details support the main idea. (informational)*explain how the details support the theme. (literary) *whole text/individual paragraphs. *summarize	*weekly comprehension test *oral discussion *written responses *student driven project based assessment *formative/summative assessment *Dibels Retell *oral or written responses	*online resources *district wide curricular resources *title I resources	E04.A-K.1.1.2 E04.B-K.1.1.2 CC.1.2.2.A E03.B-K.1.1.2	I I M I
	*Effective research requires the use of varied resources to gain or expand knowledge. *Critical thinkers actively and skillfully interpret, analyze,	1.How does interaction provoke thinking and response? 2.What does a reader look for and how can s/he find it?	*cause/effect *comparison *sequence (first, second, third)	*Identify the author's use of text evidence. *connecting details to the main idea to provide proof/support for the author's reasons. *identify the logical connection between sentences and paragraphs to support specific points in a text.	*weekly comprehension tests *oral discussion *written responses *students driven project -based assessment *formative/summative assessments.	*online resources *district side curricular resources *title I resources	CC.1.2.2.H E03.B-C.3.1.1	M I

	evaluate, and synthesize information.							
	*Effective readers use appropriate strategies to construct meaning. *Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	1.How does what readers read influence how they should read it? 2.How does interaction with text provoke thinking and responses?	*Identify points of view (first and third) *Understand the difference between the character, author and narrator's point of view.	*identify the differences of the points of view of characters. Explain the narrators point of view. Explain the author's point of view. situations	*weekly comprehension test *written responses *oral discussion *student driven project-based assessment *formative/Summative assessments *speak in a different voice when reading dialogue aloud. *explain orally and in writing the difference between first and third person.	*online resources *district wide curricular resources *title I resources	C.C.1.3.2.D E03.A-C.2.1.1 E03.B-C.1.1	M I I
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Vocabulary	*An expanded vocabulary enhances one's ability	What strategies and resources does the learner use to figure out	*Word Analysis	*Clarify the meaning of unknown and multiple meaning words using a range of	*Weekly comprehension test *Oral discussion	*online resources *district wide	CC.1.3.2.1 E03.A-V.4.1.1	M I I M I

	to express idea and information	unknown vocabulary?	*Multiple Meaning words *Synonyms *Antonyms *Prefixes *Suffixes	strategies and tools. (literary & information) *Understand word relationships and nuances in word meanings. (literary and informational)	*Student driven project-based assessment *Formative/summative assessments.	curricular resources *title I resources	E03.A-V.4.1.2 C.C.1.2.2K E03.B-V.4.1.1 E03.B-V.4.1.2	I
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	Trick Words
Foundational Skills	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonics and word recognition	Unit 6-9 Vowel consonant e S /s/, /z/ -ive (exception) Compound words Y as a vowel Combining open, closed, & vce Y, ly, ty R controlled syllable type Ar,or, Er,ir,ur	*Weekly spell checks *Daily formative assessment (informal)	FUNDations Level 2	CC.1.2.D	Often House Move Right Place Together Why Large Change City Every Family World Answer Eye carry Something Different Picture Learn Earth
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Writing	Audience and purpose influence a	What makes clear and effective writing?	*Content for writing	Informational: Develop the topic with facts and/or definitions.	*student written work	*online resources *district wide	CC.1.4.2.C CC.1.4.2.I CC.1.4.2.O	

	<p>writer's choice of organizational patterns, language, and literary techniques.</p>		<p>Opinion: Support the opinion with reasons that include details connected to the opinion.</p> <p>*Opinion/Argumentative Elements</p> <ol style="list-style-type: none"> 1. Introduce topic 2. State reasons 3. Support with personal observations 4. Expert opinions (I.e. credible sources) 5. Conclusions <p>Narrative: Included thoughts and feeling to describe experience and events to show the response of characters to situations.</p> <p>Narrative Elements:</p> <ol style="list-style-type: none"> 1. Setting 2. Characters 3. Situation/problem/conflict 4. Series of events 5. Use description and dialogue to develop story. 6. Solution/resolution 		<p>curricular resources *tile I resources</p>		<p>I D D I D D D D D D D</p>
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				<p>7. End/conclusion</p> <p>A. Connect ideas to the topic</p> <p>B. Write a series of related sentences and elaborate on ideas</p>				
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	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/D/R
Speaking and Listening	Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	<p>1.What do good listeners do?</p> <p>2.How do active listeners make meaning?</p> <p>3.How do active listeners know what to believe in what they hear?</p>	<p>*Collaborative discussion</p> <p>*Critical listening</p> <p>*Evaluating information</p>	<p>*Participate in collaborative conversations with peers and adults in small or larger groups.</p> <p>*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>*Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	*oral response	<p>*Online resources</p> <p>*District provided resources</p>	<p>CC.1.5.2A</p> <p>CC1.5.2B</p> <p>CC1.5.2C</p>	<p>D</p> <p>D</p> <p>D</p>
Grammar (Micro-level skills)	Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing conventions	<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>Capitalization & Punctuation</p> <p>*Holidays, product names and geographic names</p> <p>*Punctuate with commas in between words.</p> <p>*Punctuate with commas after day and before the year in dates.</p>	<p>*student written work</p> <p>*Cores Assessment</p> <p>*Proofreading pages</p> <p>*Grammar workbook pages</p>	<p>*Online resources</p> <p>*district wide curricular resources</p>	<p>CC1.4.2F</p> <p>CC.1.4.2R</p>	<p>I</p> <p>D</p> <p>D</p>

				Parts of speech/sentence parts *singular/plural nouns *Present/past/future tense *Common adjectives *Compound sentences				D D D
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	Big Ideas	Essential Questions	Content	Skills	Assessment	Resources	Standards	I/M/R D
Vocabulary	An expanded vocabulary enhances one's ability to express ideas and information.	1.What strategies and resources does the learner use to figure out unknown vocabulary? 2.How does one develop and refine vocabulary?	*Simile *Metaphor *Hyperbole *Personification *Synonyms *Antonyms *Homophones *Homonyms	*Identify and describe figurative language and word relationships in both literary and informational text.	*Weekly Comprehension Test *Oral discussion *Written responses *Student driven project based assessment *Formative /summative assessments.	*Online resources *District wide curricular resources *Title I resources	E04.A-V.4.1.2 E05.A-V.4.1.2 E04.B-V.4.1.2 E05.B-V.4.1.2	I I I I
	Big ideas	Essential Questions	Content	Skills	Assessment	Resources	Standards	Trick Words
Foundational Skills	Effective readers use appropriate strategies to construct meaning.	1.How do strategic readers create meaning from informational and literary text?	*Phonics and word recognition	Units 10-13 Double vowel syllable type Ai,ay Ee,ea,ey Oi,oy Oa,oe,ow homophones	*Weekly Spell checks *Daily formative assessment (informal)	FUNdations Level 2	CC.1.1.2.D	Great Country America Example Thought Too School Son Breakfast Read Ready Mother Father Brother Neighbor

								Early Ocean Monday Tuesday Cousin Lose Dance Beautiful
	Big ideas	Essential Questions	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Writing	Audience and purpose influence a writer's choice of organizational patterns, language and literary techniques.	1.What makes clear and effective writing?	*Organization for writing.	<p>Informational: develop the topic with facts and/or definitions.</p> <p>*Informational Writing Elements</p> <ol style="list-style-type: none"> 1. Introduction of topic. 2. Information about topic. 3. Logical grouping related information. 4. Facts, definitions, concrete details, quotations, etc. To develop topic. 5. Conclusion (what has been learned?) <p>*Opinion: Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>*Narrative: Organize a short sequence of events using temporal words to signal</p>	*Student written work	*Online resources *District wide curricular resources	CC.1.4.2.D CC.1.4.2.I CC.1.4.2.P	I I I D D

				<p>event order; provide a sense of closure.</p> <ul style="list-style-type: none"> A. Dictate or write with sequence. B. Write with a beginning, middle and end. C. All sentences within a paragraph relate to a topic sentence. D. Write ending sentences or conclusion. E. Organize structure based on purpose. <ul style="list-style-type: none"> a. Sequential/c hronological b. Problem/solu tion c. Compare/con trast d. Descriptive F. Use words, phrases, clauses to create temporal and sequential. 				
	Effective research requires multiple sources of information to gain or expand knowledge.	1.What does writing research look like?	*Conductin g and writing research	Participate in individual or shared research and writing projects.	Student written work	*Online resources *District wide resources *Tile I resources	CC.1.4.2.V	I
	Effective research requires multiple sources of information to	1.How does one best present findings?	*Technolo gy and publication	*Use of variety of tools to produce and publish writing including collaboration and peers.	*Student written work	*Online resources *District wide resources *Title I Resources	CC.1.4.2.U	I

	gain or expand knowledge.							
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	
Speaking & Listening	Effective speakers prepare and communicate messages to address the audience and purpose.	1.How do speakers employ language and utilize resources to effectively communicate a message?	*Multi-Media	*Add drawings or other visual displays to presentations when appropriate to clarify ideas and feelings.	*Oral response *Student created drawings *Student created visual displays	*Online resources *District provided resources	CC.1.5.2F	D
	Big Idea	Essential Questions	Content	Skills	Assessment	Resources	Standards	
Grammar	Rules of grammar and convention of language support clarify of communications between writers/speakers and readers/listeners.	1.How do grammar and the conventions of language influence spoken and written communication ?	Writing conventions	*Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. Capitalization & Punctuation *Continue reinforcement of capitalization. *Capitalize initials and titles of people *Use commas for compound sentences. *Use commas in addresses *Use commas after greetings in closings of a letter. *Form and use possessives. *use colons between the hour and minutes in telling time.	*Student written work *Core assessment *Proofreading pages *Grammar pages	*Online resources *District wide curricular resources	CC.1.4.2F CC.1.4.2R	D

				<p>Parts of speech/sentence parts: *Use personal pronouns (subject, object, possessive) *Pronoun antecedent agreement *Forms of be *Subject/verb agreement *Recognize words that adjectives modify. *Comparative/superlative adjectives.</p>				I I I D I I
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Curriculum Map 4th Nine Weeks

	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Reading	Effective research requires the use of varied resources to gain or expand knowledge.	1.What does a reader look for and how do they find it? 2.How does on organize and synthesize information from various sources?	*Main Idea *Compare /Contrast *Locate information/details	*Compare and contrast the important key details between two texts on the same topic. *Identify the main idea or theme *Identify or locate key details in text.	*Weekly Comprehension Test *Oral discussion *Written responses *Student drive project-based assessment *Formative/summative assessments	*Online resources *District wide curricular resources *Title I resources	CC.1.2.2.I E03.B-C.3.1.2	M I
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	*Identify story elements (theme, setting, plot, character) *How to compare/contrast	*Compare and contrast the same story by different authors and/or cultures. *Compare and contrast similar stories with the same author. (books in a series, books with same characters)	*Weekly comprehension test *Oral discussion *Written responses *student driven project-based assessment *Formative/Summative assessments *Compare and contrast in oral and written form	*online resources *district wide curricular resources *title I resources	CC1.3.2.H E03.A-C.3.1.1	M I

	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational text?	*Cause/Effect (identify & describe) *Sequence *Make connections between events in the text	*describe the connection between events, concepts, or steps in a procedure within a text. *Describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	*Weekly comprehension test *Oral Discussion *Written response *Student driven project-based assessment *Formative/Summative Assessments	*Online resources *District wide curricular resources *Title I resources	C.C.1.2.2.C E03.B-K.1.13	M I
Vocabulary	An expanded vocabulary enhances one's ability to express ideas and information.	1.What strategies and resources does the learner use to figure out unknown vocabulary? 2.How does one develop and refine vocabulary?	*Simile *Metaphor *Hyperbole *Personification *Synonyms *Antonyms *Homophones *Homonyms	*Identify and describe figurative language and word relationships in both literary and informational text.	*Weekly comprehension test *Oral discussion *Written responses *Students driven project-based assessment *Formative/Summative assessments	*online resources *district wide curricular resources *title I resources	E04.A-V.4.1.2 E05.A-V.4.12. E04.B-V.4.1.2 E05.B-V.4.1.2	I I I I
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	Trick Words
Foundational Skills	Effective readers use appropriate	How do strategic readers	Phonics and word recognition	Units 14-17 Ou,ow Oo,ou,ue,ew	*weekly spell checks	FUNDations Level 2	CC.1.1.2D	Wednesday Thursday Saturday

	strategies to construct meaning.	create meaning from information and literary text?		Au,aw -le words	*Daily formative assessment (informal)			Bought Library Piece January February July Enough Special Paste August December Daughter Laugh Favorite Sugar Trouble Couple Young
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D
Writing	Audience and purpose	1. Who is the audience?	Writing Style	Informational: Choose words and phrases for effect	Student written work	*Online resources	CC.1.4.2.E CC.1.4.2.K	

	influence a writer's choice of organizational, patterns, language, and literary techniques	2. What will work best for the audience.		<p>Opinion: Use a variety of words and phrases to appeal to the audience.</p> <p>Narrative: Choose words and phrases for effect.</p> <ul style="list-style-type: none"> A. Use precise language to convey writer's meaning. B. Dictate/write using statements, questions, and commands <ul style="list-style-type: none"> 1. Declarative 2. Imperative, interrogative, exclamatory 		*district wide curricular resources *Title I resources	CC.1.4.2Q	D M D
	Effective research requires multiple sources of information to gain or expand knowledge.	How does a writer know source can be trusted?	Credibility, reliability, and validity of sources.	Recall information from experiences or gather information from provided sources two answer a question.	Student written work	*online resources *district wide curricular resources *title I resources	CC1.4.2.W	D
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/M/R/D

Speaking and Listening	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multi-media	Add drawings or other visual displays to presentations when appropriate to clarify ideas and feelings.	*oral response *Student created drawings *Student created visual displays	*online resources *district provide resources	CC1.5.2F	D
Grammar	Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing conventions	<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>Capitalization & Punctuation *continue reinforcement of capitalization *Commas in quotation marks and dialogue. *direct quotations</p> <p>Parts of speech/sentence parts *continue reinforcement of parts of speech/sentence *abstract nouns *collective nouns *recognize words that adverbs modify *coordinating and subordinating conjunctions</p>	*Student written work *Proofreading pages *Grammar workbook pages	*online resources *district wide curricular resources	CC.1.4.2F CC.1.4.2R	D