

## Curriculum Map

**Course Title:** English Language Arts

**Grade:** 1<sup>st</sup>

<b>Unit (Name/Number):</b> Foundational Skills	<b>Pacing:</b> Year-long focus and daily practice
<b>Essential Question(s):</b> How do I acquire and practice pre-reading skills?	<b>Key:</b> Ready Common Core (RCC), Reading Street (RS), Words Their Way (WTW), Teacher's Edition (TE), NWF-Nonsense Word Fluency

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<p><b>Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>Recognize and distinguish features of a sentence (e. g ., capitalization, spaces, punctuation, complete thought)</li> </ul> <p><b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words</li> <li>Count, pronounce, blend, and segment syllables in spoken and written words</li> <li>Orally produce single syllable words, including consonant blends and digraphs</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</li> <li>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</li> </ul> <p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>Initial Consonants, Same Vowel Word Families, Digraphs &amp; Blends, Mixed Vowel Families, Short Vowels, CVC words, r-Influenced vowels, Contractions</li> <li>VCe; Common vowel teams, 1<sup>st</sup> grade sight</li> </ul>	<p><u><b>Common Core</b></u></p> <p>RL.1.1</p> <p><u><b>PA CORE</b></u></p> <p>CC.1.1.1.B</p> <p><u><b>Common Core</b></u></p> <p>RL.1.2</p> <p><u><b>PA CORE</b></u></p> <p>CC.1.1.1.C</p> <p><u><b>Common Core</b></u></p> <p>RL.1.3</p> <p><u><b>PA CORE</b></u></p> <p>CC.1.1.1.D</p>	<p><b>Imperative :</b></p> <ul style="list-style-type: none"> <li>sentence</li> <li>captilaization</li> <li>punctuation</li> <li>illustration</li> </ul> <ul style="list-style-type: none"> <li>blend</li> <li>segment</li> <li>phoneme</li> <li>syllable</li> </ul> <ul style="list-style-type: none"> <li>vowel</li> <li>consonant</li> <li>blend</li> <li>digraph</li> <li>r-influenced</li> <li>contractions</li> </ul>	<p>Teacher Modeling using RCC Mentor Texts or additional Big Books from RS</p> <p><b>WTW</b> p. 138-144</p> <p>Rhyming games, Reading Street, <b>WTW</b> Chap 4, <b>Making Words, Building Words</b></p> <p>RCC TE Foundational skills in all Unit lessons</p> <p><b>WTW:</b> Sorts for Letter Name - Alphabetic Spellers (Red Book), WTW TE Chap 5</p> <p><b>WTW:</b> Sorts for Within Word (Yellow Book), WTW TE Chap 6</p> <p><b>DIBELS</b> - NWF practice and progress monitoring</p>	<p>Teacher Observation</p> <p>Student Writing</p> <p>Words Their Way - Word Sort, Spelling List, Student Writing, WTW Spell Checks #1-8</p> <p>WTW Yellow Spell Checks #3-5</p> <p>Six Minute Solutions - Patterned Lists</p> <p>DIBELS</p> <p>6-Minute Solutions</p> <p>RS Fresh Reads</p> <p>DRA2</p> <p>Running Records</p>

<p>words</p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams</li> <li>● Decode one- and two-syllable words with common patterns</li> <li>● Read grade-level words with inflectional endings . (An inflectional ending changes the meaning of the base word and creates a new word with a different meaning .)</li> <li>● Read grade-appropriate, irregularly spelled words . (e.g.- was, Wednesday, again, Earth)</li> </ul> <p><b>1.1 1.E Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Core: 1<sup>st</sup> grade level text with 50-68+ CWPM</li> <li>● Read on-level texts with purpose and understanding .</li> <li>● Read on-level texts orally with accuracy, appropriate rate, and expression in successive readings</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p><b><u>Common Core</u></b></p> <p>RL.1.4</p> <p><b><u>PA CORE</u></b></p> <p>CC.1.1.1.E</p>	<ul style="list-style-type: none"> <li>● fluent</li> <li>● fluency</li> <li>● accuracy</li> </ul>	<p><b>Others</b> - short vowel cue cards, vowel pairs chart or cards - such as Phonics Dance, guided reading, <b>Reading Street</b></p> <p><b>Letters C/G</b> - <a href="#">Vowel Influences on the Letter G from Readwritethink</a></p> <p><b>DIBELS</b> - DORF Progress Monitoring  <b>Read Naturally</b>  <b>Sight Word/Fry Phrases</b>  <b>6-Minute Fluency, RS Fresh Reads</b>  <b>RS</b> selections</p>	<p>DIBELS - DORF  6 Minute Solutions  RS Fresh Reads  DRA2  Running Records</p>
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