

Curriculum Map: Riverview First Grade ELA

Course: English Language Arts Grade 1

Grade(s): First Grade

Course Description:

Reading

- Students move toward independence as readers, they learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts.
- As students engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

Writing

- Students write for a variety of purposes, they write to inform, to support an opinion, and to describe an experience. As students write, they organize their content, include a sense of closure, and use a variety of words and phrases.
- They master grade level conventions of language and use complete sentences when writing.

Listening/Speaking

- Students listen critically and pose clarifying questions, they master grade level conventions of language and use complete sentences when speaking.

Course Long Term Transfer Goals:

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit: Foundational Skills

Unit Description:

- Students expand their working knowledge of concepts of print, the alphabetic principle and other basic conventions. They demonstrate understanding of the organization and basic features of print and recognize the distinguishing features of a sentence.
- Students exhibit skill in comprehending spoken words, syllables and sounds and apply phonics and word analysis skills in decoding words. They begin to read with

fluency to support comprehension.

Unit Student Learning Outcomes:

Book Handling

Print Concepts

1. Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation)

Phonological Awareness

1. Distinguish long from short vowel sounds in spoken single syllable words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Orally produce single syllable words, including consonant blends and diagraphs.
4. Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words.
5. Add or substitute individual sounds in one syllable words to make new words.

Phonics and Word Recognition

1. Identify common consonant diagraphs, final -e, and common vowel teams.
2. Decode one and two syllable words with common patterns.
3. Read grade level words with inflectional endings.
4. Read grade appropriate irregularly spelled words.

Fluency

1. Read on level text with purpose and understanding with accuracy and fluency.
2. Read on level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?

Unit Big Ideas:

2. Effective readers use appropriate strategies to construct meaning.

Unit Academic Vocabulary & Definitions:

Print Concepts

1. Sentence
2. Capitalization
3. Quotation Marks

Phonological Awareness

1. Orally
2. Consonant Blend
3. Diagraph
4. Add
5. Substitute

Phonics and Word Recognition

1. Consonant
2. Diagraph
3. Final –e
4. Vowel Team
5. Decode
6. Inflectional Ending
7. Irregular Patterns

Fluency

1. Text
2. Accuracy
3. Rate
4. Expression
5. Context
6. Self-Correct Rereading

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B \(Focus\)](#) Demonstrate understanding of the organization and basic features of print.
- [CC.1.1.1.C \(Focus\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- [CC.1.1.1.D \(Focus\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.1.E \(Focus\)](#) Read with accuracy and fluency to support comprehension:
- [CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- [CC.1.2.2.A \(Advanced\)](#) Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- [CC.1.2.2.B \(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.2.2.C \(Advanced\)](#) Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- [CC.1.2.2.E \(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text efficiently.
- [CC.1.2.2.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
- [CC.1.2.2.G \(Advanced\)](#) Explain how graphic representations contribute to and clarify a text.
- [CC.1.2.2.H \(Advanced\)](#) Describe how reasons support specific points the author makes in a text.
- [CC.1.2.2.I](#) Compare and contrast the most important points presented by two

(Advanced)	texts on the same topic.
CC.1.2.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
(Advanced)	
CC.1.2.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
(Advanced)	
CC.1.2.2.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
(Advanced)	
CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.
(Advanced)	
CC.1.3.2.B	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
(Advanced)	
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.
(Advanced)	
CC.1.3.2.D	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
(Advanced)	
CC.1.3.2.E	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
(Advanced)	
CC.1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
(Advanced)	
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
(Advanced)	
CC.1.4.2.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
(Advanced)	
CC.1.4.2.B	Identify and introduce the topic.
(Advanced)	
CC.1.4.2.C	Develop the topic with facts and/or definitions.
(Advanced)	
CC.1.4.2.D	Group information and provide a concluding statement or section.
(Advanced)	
CC.1.4.2.E	Choose words and phrases for effect.
(Advanced)	
CC.1.4.2.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Advanced)	
CC.1.4.2.G	Write opinion pieces on familiar topics or texts.
(Advanced)	
CC.1.4.2.H	Identify the topic and state an opinion.
(Advanced)	
CC.1.4.2.I	Support the opinion with reasons that include details connected to the opinion.
(Advanced)	
CC.1.4.2.J	Create an organizational structure that includes reasons and includes a concluding statement.
(Advanced)	
CC.1.4.2.K	Use a variety of words and phrases to appeal to the audience.
(Advanced)	
CC.1.4.2.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Advanced)	
CC.1.4.2.M	Write narratives to develop real or imagined experiences or events.
(Advanced)	

[CC.1.4.2.N](#)

[\(Advanced\)](#)

Establish a situation and introduce a narrator and/or characters.

[CC.1.4.2.O](#)

[\(Advanced\)](#)

Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

[CC.1.4.2.P](#)

[\(Advanced\)](#)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

[CC.1.4.2.Q](#)

[\(Advanced\)](#)

Choose words and phrases for effect

[CC.1.4.2.R](#)

[\(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.2.T](#)

[\(Advanced\)](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CC.1.4.2.U](#)

[\(Advanced\)](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.2.V](#)

[\(Advanced\)](#)

Participate in individual or shared research and writing projects.

[CC.1.4.2.W](#)

[\(Advanced\)](#)

Recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.2.X](#)

[\(Advanced\)](#)

Write routinely over extended 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.

[CC.1.5.2.A](#)

[\(Advanced\)](#)

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

[CC.1.5.2.B](#)

[\(Advanced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C](#)

[\(Advanced\)](#)

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.

[CC.1.5.2.D](#)

[\(Advanced\)](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CC.1.5.2.E](#)

[\(Advanced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.F](#)

[\(Advanced\)](#)

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

[CC.1.5.2.G](#)

[\(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Lesson Topic:

Unit: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Unit Description:

- Students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message.
- Students identify an informative topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings.

Unit Student Learning Outcomes:

1. Determine the explicit meaning from informational text and literature
2. Ask and answer questions to understand the explicit meaning of informational text and literature
3. Write informational pieces about one specific topic
4. Write narrative pieces which describe an experience with thoughts and feelings
5. Apply beginning capitalization and end punctuation in both informational and narrative pieces
6. Identify the main idea and retell key details of text.
7. Ask and answer questions about key details in a text.
8. 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.
9. Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish "who" and "what" the narrative will be about.

Unit Essential Questions:

10. How do strategic readers create meaning from informational and literary text?
11. What is this text really about?
12. How do readers know what to believe?
13. How does what readers read influence how they should read it?
14. How does a reader's purpose influence how text should be read?
15. How do readers know what to believe in what they read, hear, and view?
16. How does interaction with text provoke thinking and response?
17. What do good listeners do?
18. How do active listeners make meaning?
19. How do active listeners know what to believe in what they hear?
20. How do task, purpose, and audience influence how speakers craft and deliver a message?
21. How do speakers employ language and utilize resources to effectively communicate a message?
22. What does a reader look for and how can s/he find it?
23. How does a reader know a source can be trusted?
24. How does one organize and synthesize information from various sources?
25. How does one best present findings?
26. What makes clear and effective writing?
27. Why do writers write?
28. What is the purpose?
29. Who is the audience?
30. What will work best for the audience?
31. How do learners make decisions concerning formal and informal language in social and academic settings?
32. How do grammar and the conventions of language influence spoken and written communication?
33. Why learn new words?
34. What strategies and resources does the learner use to figure out unknown vocabulary?
35. How does one develop and refine vocabulary?

Unit Big Ideas:

36. Effective readers use appropriate strategies to construct meaning.
37. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

38. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
39. Effective speakers prepare and communicate messages to address the audience and purpose.
40. Effective research requires the use of varied resources to gain or expand knowledge.
41. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
42. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
43. An expanded vocabulary enhances one's ability to express ideas and information.

**Unit
Academic
Vocabulary &
Definitions:**

1. Key details
2. Main idea
3. Topic
4. Facts
5. Retell
6. Recount
7. Message
8. Lesson

**Custom Field
3:**

Misconceptions	Proper Conceptions
Students may not understand the difference between main idea and topic.	When reading to students, point out the topic and main idea and explain the difference.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.1.A](#)
(Introduced)

Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Important)

Ask and answer questions about key details in a text.

[CC.1.2.1.F](#)
(Introduced)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.G](#)
(Introduced)

Use the illustrations and details in a text to describe its key ideas.

[CC.1.2.1.K](#)
(Introduced)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

[CC.1.3.1.A](#)
(Introduced)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CC.1.3.1.B](#)
(Introduced)

Ask and answer questions about key details in a text.

[CC.1.3.1.C](#)
(Introduced)

Describe characters, settings, and major events in a story, using key details.

[CC.1.3.1.G](#)

Use illustrations and details in a story to describe characters, setting,

(Introduced) CC.1.4.1.A	or events. Write informative/ explanatory texts to examine a topic and convey ideas and information.
(Introduced) CC.1.4.1.B	Identify and write about one specific topic.
(Introduced) CC.1.4.1.C	Develop the topic with two or more facts.
(Introduced) CC.1.4.1.D	Group information and provide some sense of closure.
(Introduced) CC.1.4.1.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.1.K	Use a variety of words and phrases.
(Introduced) CC.1.4.1.M	Write narratives to develop real or imagined experiences or events.
(Introduced) CC.1.4.1.O	Include thoughts and feelings to describe experiences and events.
(Introduced) CC.1.4.1.P	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
(Introduced) CC.1.4.1.Q	Use a variety of words and phrases.
(Introduced) CC.1.4.1.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.1.T	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.
(Introduced) CC.1.4.1.X	Write routinely over extended 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.
(Introduced) CC.1.5.1.A	Participate in collaborative conversations with peers and adults in small and larger groups.
(Introduced) CC.1.5.1.B	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.
(Introduced) CC.1.5.1.D	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Lesson Topic: 456

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Unit Description:

- Students learn how authors craft different types of texts for different purposes. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding.
- Students identify an informational topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings and a variety of words.

Unit Student Learning Outcomes:

1. Use text features and search tools to locate key facts or information in informational text
2. Explain the major differences between literature and informational text
3. Write informational pieces about a topic with at least two ideas and a sense of closure
4. Write narrative pieces that describe experiences with feelings and variety in word choice
5. Use various text features and search tools to locate key facts or information in a text.
6. Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
7. Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.
8. Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
9. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases.
10. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Unit Essential Questions:

11. How do strategic readers create meaning from informational and literary text?
12. How does what readers read influence how they should read?
13. Why learn new words?
14. What strategies and resources do I use to figure out unknown vocabulary?
15. What is this text really about?
16. What strategies and resources do I use to figure out unknown vocabulary?

Unit Big Ideas:

17. Effective readers use appropriate strategies to construct meaning.
18. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic

19. Literary

Vocabulary & Definitions:

- 20. Informational
- 21. Fiction
- 22. Nonfiction
- 23. Table of Contents
- 24. Headings
- 25. Captions
- 26. Bold Print
- 27. Personal Narrative
- 28. Temporal words

Custom Field 3:

Misconceptions	Proper Conceptions
Informational text only uses photographs.	Informational text can have both photographs and illustrations.
Literary text always use illustrations.	Literary text can use both photographs and illustrations.
Readers read bold print in informational text with emphasis.	In informational text, bold print alerts reader to potential new vocabulary which can often be found in the glossary.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B](#)
(Introduced) Demonstrate understanding of the organization and basic features of print.
- [CC.1.2.1.E](#)
(Introduced) Use various text features and search tools to locate key facts or information in a text.
- [CC.1.3.1.D](#)
(Introduced) Identify who is telling the story at various points in a text.
- [CC.1.3.1.E](#)
(Introduced) Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
- [CC.1.3.1.F](#)
(Introduced) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CC.1.4.1.A](#)
(Introduced) Write informative/ explanatory texts to examine a topic and convey ideas and information.
- [CC.1.4.1.D](#)
(Introduced) Group information and provide some sense of closure.
- [CC.1.4.1.F](#)
(Introduced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.1.M](#)
(Introduced) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.1.N](#)
(Introduced) Establish "who" and "what" the narrative will be about.
- [CC.1.4.1.O](#)
(Introduced) Include thoughts and feelings to describe experiences and events.
- [CC.1.4.1.P](#)
(Introduced) Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- [CC.1.4.1.Q](#)
(Introduced) Use a variety of words and phrases.

[\(Introduced\)](#)

[CC.1.4.1.R](#)

[\(Introduced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.1.T](#)

[\(Introduced\)](#)

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.

[CC.1.4.1.X](#)

[\(Introduced\)](#)

Write routinely over extended 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.

[CC.1.5.1.A](#)

[\(Introduced\)](#)

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

[CC.1.5.1.B](#)

[\(Introduced\)](#)

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.

[CC.1.5.1.C](#)

[\(Introduced\)](#)

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

[CC.1.5.1.E](#)

[\(Introduced\)](#)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.G](#)

[\(Introduced\)](#)

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

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Unit Description:

- Students will closely examine and use specific aspects of the text to describe the key ideas or characters.
- Students begin to explore how the author uses elements of one text.
- Students will learn how to write informational pieces that include a topic, at least two supporting facts, and an organizational structure with a sense of closure.
- Students learn how to write narrative pieces that describe two or more sequenced events and include a variety of words and phrases, and temporal words for transition.
- Students show increased proficiency with grade level conventions of language as

they write.

Unit Student Learning Outcomes:

1. Explore how ideas or characters are developed in different types of texts
2. Examine how an author's choices in the text support meaning
3. Write informative pieces about a topic with at least two ideas and a sense of closure
4. Write narrative pieces that describe experiences with feelings and variety in word choice
5. 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.
6. Use various text features and search tools to locate key facts or information in a text.
7. Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
8. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases.
9. Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish "who" and "what" the narrative will be about.
10. Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.
11. Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
12. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases.
13. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Unit Essential Questions:

14. How do strategic readers create meaning from informational and literary text?
15. What is this text really about?
16. How does interaction with text provoke thinking and response?
17. How do strategic readers create meaning from informational and literary text?
18. How does interaction with text provoke thinking and response?

Unit Big Ideas:

19. Effective readers use appropriate strategies to construct meaning.
20. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Academic Vocabulary & Definitions:

21. Glossary
22. Index
23. Character
24. Setting
25. Problem
26. Solution
27. Main idea
28. Temporal words

**Custom Field
3:**

Misconceptions	Proper Conceptions
Students confuse questions about text with illustrations or vice versa.	During instruction, point out when text can provide an answer and when an illustration is a good source.
Students make predictions about a story that are irrelevant to the text.	When students make a predictions about a story, ask them to provide evidence to support the prediction.
Students confuse connections between two texts.	When working with multiple texts, clarify connections between them.
Students do not understand the connection between spoken words and print.	Provide explicit instruction to demonstrate the connection between spoken words and print.
Students confuse heading and title.	When working with text, point out the title (that which appears on the cover of a book or title page) and heading (that which appears within the text).

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.1.A](#)
(Introduced)

Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Introduced)

Ask and answer questions about key details in a text.

[CC.1.2.1.C](#)
(Introduced)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.1.E](#)
(Introduced)

Use various text features and search tools to locate key facts or information in a text.

[CC.1.2.1.G](#)
(Introduced)

Use the illustrations and details in a text to describe its key ideas.

[CC.1.2.1.H](#)
(Introduced)

Identify the reasons an author gives to support points in a text.

[CC.1.2.1.J](#)
(Introduced)

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.

[CC.1.3.1.B](#)
(Introduced)

Ask and answer questions about key details in a text.

[CC.1.3.1.C](#)
(Introduced)

Describe characters, settings, and major events in a story, using key details.

[CC.1.3.1.D](#)

Identify who is telling the story at various points in a text.

[\(Introduced\)](#)

[CC.1.3.1.E](#)

[\(Introduced\)](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

[CC.1.3.1.F](#)

[\(Introduced\)](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[CC.1.3.1.G](#)

[\(Introduced\)](#)

Use illustrations and details in a story to describe characters, setting, or events.

[CC.1.3.1.J](#)

[\(Introduced\)](#)

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.

[CC.1.4.1.A](#)

[\(Introduced\)](#)

Write informative/ explanatory texts to examine a topic and convey ideas and information.

[CC.1.4.1.B](#)

[\(Introduced\)](#)

Identify and write about one specific topic.

[CC.1.4.1.C](#)

[\(Introduced\)](#)

Develop the topic with two or more facts.

[CC.1.4.1.D](#)

[\(Introduced\)](#)

Group information and provide some sense of closure.

[CC.1.4.1.E](#)

[\(Introduced\)](#)

Choose words and phrases for effect.

[CC.1.4.1.F](#)

[\(Introduced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.1.M](#)

[\(Introduced\)](#)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.1.N](#)

[\(Introduced\)](#)

Establish "who" and "what" the narrative will be about.

[CC.1.4.1.O](#)

[\(Introduced\)](#)

Include thoughts and feelings to describe experiences and events.

[CC.1.4.1.P](#)

[\(Introduced\)](#)

Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

[CC.1.4.1.Q](#)

[\(Introduced\)](#)

Use a variety of words and phrases.

[CC.1.4.1.R](#)

[\(Introduced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.1.T](#)

[\(Introduced\)](#)

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.

[CC.1.5.1.A](#)

[\(Introduced\)](#)

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

[CC.1.5.1.F](#)

[\(Introduced\)](#)

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

[CC.1.5.1.G](#)

[\(Introduced\)](#)

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

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Unit Description:

- Students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message.
- Students use details as they describe events, people, or things from text or life experiences. They form an opinion and write pieces that include reasons to support the opinion in an organized structure with a sense of closure.

Unit Student Learning Outcomes:

1. Determine the explicit meaning from informational text and literature
2. Ask and answer questions about the explicit meaning of text in order to retell the text in detail
3. Write pieces that identify an opinion and support that opinion with reasons through an organized structure
4. Use sufficient details to provide description
5. Ask and answer questions about key details in a text.
6. Ask and answer questions about key details in a text.
7. Retell stories including key details and demonstrate understanding of their central message or lesson.
8. Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.
9. Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
10. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases.
11. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
12. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
13. Produce complete sentences when appropriate to task and situation.

Unit Essential Questions:

14. How do strategic readers create meaning from informational and literary text?
15. What is this text really about?

Unit Big Ideas:

16. Effective readers use appropriate strategies to construct meaning.

Unit Academic

17. opinion

Vocabulary & Definitions:

- 18.question words
- 19.Venn diagram
- 20.compare
- 21.contrast

Custom Field 3:

Misconceptions	Proper Conceptions
An opinion piece is synonymous with an argumentative piece.	In an opinion piece, students form an opinion and support it. In argumentative writing, students present a counter argument.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.1.A](#)
(Introduced)

Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Introduced)

Ask and answer questions about key details in a text.

[CC.1.2.1.C](#)
(Introduced)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.1.F](#)
(Introduced)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.J](#)
(Introduced)

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.

[CC.1.2.1.K](#)
(Introduced)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

[CC.1.3.1.A](#)
(Introduced)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CC.1.3.1.B](#)
(Introduced)

Ask and answer questions about key details in a text.

[CC.1.3.1.H](#)
(Introduced)

Compare and contrast the adventures and experiences of characters in stories.

[CC.1.3.1.I](#)
(Introduced)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

[CC.1.3.1.J](#)
(Introduced)

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.

[CC.1.3.1.K](#)
(Introduced)

Read and comprehend literature on grade level, reading independently and proficiently.

[CC.1.4.1.G](#)
(Introduced)

Write opinion pieces on familiar topics.

[CC.1.4.1.H](#)
(Introduced)

Form an opinion by choosing among given topics.

[CC.1.4.1.I](#)
(Introduced)

Support the opinion with reasons related to the opinion.

[CC.1.4.1.J](#)
(Introduced)

Create an organizational structure that includes reasons and provides some sense of closure.

[CC.1.4.1.K](#)
(Introduced)

Use a variety of words and phrases.

[CC.1.4.1.L](#)
(Introduced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.1.T](#)
(Introduced)

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.

[CC.1.4.1.U](#)
(Introduced)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.1.X](#)
(Introduced)

Write routinely over extended 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.

[CC.1.5.1.A](#)
(Introduced)

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

[CC.1.5.1.B](#)
(Introduced)

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.

[CC.1.5.1.C](#)
(Introduced)

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

[CC.1.5.1.E](#)
(Introduced)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.F](#)
(Introduced)

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

[CC.1.5.1.G](#)
(Introduced)

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

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Unit Description:

- Students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding.
- Students learn how to determine the explicit meaning of a text. They ask and

answer questions to analyze author's craft. They write informative pieces with a coherent structure.

Unit Student Learning Outcomes:

1. Explain how authors develop ideas, concepts, and experiences through choices in textual elements and structures
2. Use textual features or elements to demonstrate and clarify understanding of the author's message
3. Use a coherent structure to write informative piece
4. Apply grade level conventions of language in their writing
5. Use sufficient details to describe events, people, or things
6. Use various text features and search tools to locate key facts or information in a text.
7. Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
8. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
9. Read and comprehend literature on grade level, reading independently and proficiently.
10. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases.
11. Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish "who" and "what" the narrative will be about.
12. Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.
13. Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
14. 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.
15. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
16. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

Unit Essential Questions:

17. How do strategic readers create meaning from informational and literary text?
18. How does what readers read influence how they should read?
19. Why learn new words?
20. What strategies and resources do I use to figure out unknown vocabulary?
21. What is this text really about?
22. What strategies and resources do I use to figure out unknown vocabulary?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. An expanded vocabulary enhances one's ability to express ideas and information.

Unit

1. poem

**Academic
Vocabulary &
Definitions:**

2. labels
3. charts
4. graphs
5. maps
6. sidebars
7. senses
8. adjectives
9. vocabulary
10. explanatory

**Custom Field
3:**

Misconceptions	Proper Conceptions
Informational text features are not important to read or look at.	Reading informational text features guides understanding.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.1.C](#)
(Introduced) Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.2.1.E](#)
(Introduced) Use various text features and search tools to locate key facts or information in a text.
- [CC.1.2.1.F](#)
(Introduced) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- [CC.1.2.1.G](#)
(Introduced) Use the illustrations and details in a text to describe its key ideas.
- [CC.1.2.1.J](#)
(Introduced) 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.
- [CC.1.3.1.D](#)
(Introduced) Identify who is telling the story at various points in a text.
- [CC.1.3.1.E](#)
(Introduced) Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
- [CC.1.3.1.F](#)
(Introduced) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CC.1.3.1.J](#)
(Introduced) 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.
- [CC.1.3.1.K](#)
(Introduced) Read and comprehend literature on grade level, reading independently and proficiently.
- [CC.1.4.1.A](#)
(Introduced) Write informative/ explanatory texts to examine a topic and convey ideas and information.
- [CC.1.4.1.B](#)
(Introduced) Identify and write about one specific topic.
- [CC.1.4.1.C](#)
(Introduced) Develop the topic with two or more facts.
- [CC.1.4.1.D](#)
(Introduced) Group information and provide some sense of closure.
- [CC.1.4.1.E](#) Choose words and phrases for effect.

[\(Introduced\)](#)

[CC.1.4.1.F](#)

[\(Introduced\)](#)

[CC.1.4.1.T](#)

[\(Introduced\)](#)

[CC.1.4.1.U](#)

[\(Introduced\)](#)

[CC.1.4.1.W](#)

[\(Introduced\)](#)

[CC.1.4.1.X](#)

[\(Introduced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Write routinely over extended 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.

[CC.1.5.1.A](#)

[\(Introduced\)](#)

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

[CC.1.5.1.C](#)

[\(Introduced\)](#)

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

[CC.1.5.1.D](#)

[\(Introduced\)](#)

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

[CC.1.5.1.E](#)

[\(Introduced\)](#)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.G](#)

[\(Introduced\)](#)

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

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Unit Description:

- Students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding.
- Students learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft and write informational pieces with a coherent structure.

Unit Student Learning Outcomes:

1. Use words and phrases from texts to describe the key ideas and characters
2. Explore how different authors use elements within texts
3. Write opinion pieces that include supportive reasons, variety in word choice, and an organizational structure
4. Write informative pieces that include a clear topic supported by facts with a coherent structure
5. Apply appropriate punctuation, grammar, and spelling to their writing
6. 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.
7. Use various text features and search tools to locate key facts or information in a text.
8. Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
9. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
10. Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish "who" and "what" the narrative will be about.
11. Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.
12. Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
13. 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.
14. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases.
15. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
16. 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.
17. Produce complete sentences when appropriate to task and situation.

Unit Essential Questions:

18. How do strategic readers create meaning from informational and literary text?
19. What is this text really about?
20. How does interaction with text provoke thinking and response?
21. How do strategic readers create meaning from informational and literary text?
22. How does interaction with text provoke thinking and response?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Academic Vocabulary &

1. fairy tale
2. fractured fairy tale

- Definitions:**
3. play
 4. script
 5. narrator
 6. research report

Custom Field 3:

Misconceptions	Proper Conceptions
A play is read the same as a fictional text.	A play is read is parts.
A fairy tale is real.	A fairy tale is make-believe.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.1.E \(Introduced\)](#) Use various text features and search tools to locate key facts or information in a text.
- [CC.1.2.1.G \(Introduced\)](#) Use the illustrations and details in a text to describe its key ideas.
- [CC.1.2.1.H \(Introduced\)](#) Identify the reasons an author gives to support points in a text.
- [CC.1.2.1.I \(Introduced\)](#) Identify basic similarities in and differences between two texts on the same topic.
- [CC.1.2.1.J \(Introduced\)](#) 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.
- [CC.1.2.1.K \(Introduced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- [CC.1.2.1.L \(Introduced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.1.E \(Introduced\)](#) Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
- [CC.1.3.1.F \(Introduced\)](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CC.1.3.1.G \(Introduced\)](#) Use illustrations and details in a story to describe characters, setting, or events.
- [CC.1.3.1.H \(Introduced\)](#) Compare and contrast the adventures and experiences of characters in stories.
- [CC.1.3.1.I \(Introduced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- [CC.1.3.1.J \(Introduced\)](#) 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.
- [CC.1.3.1.K \(Introduced\)](#) Read and comprehend literature on grade level, reading independently and proficiently.
- [CC.1.4.1.A \(Introduced\)](#) Write informative/ explanatory texts to examine a topic and convey ideas and information.
- [CC.1.4.1.B \(Introduced\)](#) Identify and write about one specific topic.
- [CC.1.4.1.C \(Introduced\)](#) Develop the topic with two or more facts.

[CC.1.4.1.D](#)
(Introduced)

Group information and provide some sense of closure.

[CC.1.4.1.E](#)
(Introduced)

Choose words and phrases for effect.

[CC.1.4.1.F](#)
(Introduced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.1.G](#)
(Introduced)

Write opinion pieces on familiar topics.

[CC.1.4.1.H](#)
(Introduced)

Form an opinion by choosing among given topics.

[CC.1.4.1.I](#)
(Introduced)

Support the opinion with reasons related to the opinion.

[CC.1.4.1.J](#)
(Introduced)

Create an organizational structure that includes reasons and provides some sense of closure.

[CC.1.4.1.K](#)
(Introduced)

Use a variety of words and phrases.

[CC.1.4.1.L](#)
(Introduced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.1.T](#)
(Introduced)

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.

[CC.1.4.1.U](#)
(Introduced)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.1.V](#)
(Introduced)

Participate in individual or shared research and writing projects.

[CC.1.4.1.W](#)
(Introduced)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.1.X](#)
(Introduced)

Write routinely over extended 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.

[CC.1.5.1.A](#)
(Introduced)

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

[CC.1.5.1.B](#)
(Introduced)

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.

[CC.1.5.1.C](#)
(Introduced)

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

[CC.1.5.1.E](#)
(Introduced)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.F](#)
(Introduced)

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

[CC.1.5.1.G](#)
(Introduced)

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

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process