

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Grade 1	
Unit 1:	Follow Me / One For All	Duration:	7 weeks
Unit 2:	Turning Corners	Duration:	9 weeks
Unit 3:	Wild and Wonderful	Duration:	7 weeks
Unit 4:	Where We Live	Duration:	6 weeks
Unit 5:	New Faces New Places	Duration:	6 weeks
Date Created or Revised:		July, 2012	
BOE Approval Date:		8/28/12	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Follow Me / One For All / Themes 1 & 2 SCHEMA			Unit #: 1	
Course or Grade Level: 1		Length of Time: 6 weeks		
Reading Pacing	Week of/ Lesson #	Focus Skill	Genre	Comments/ Additional Materials
	9-10 Beginning of Year Assessments	Benchmark Testing/Running Records		
	9-17 / Lesson 1	Make Predictions/ Schema	Non-fiction	Use for Phonics only. Bring in resources for comprehension. RI.1.6
	9-24 / Lesson 2	Make Predictions/ Schema	Fantasy	RL.1.3, RL.1.4, RL.1.9
	10-1 / Lesson 3	Make Predictions/ Schema	Non-fiction	RI.1.1, RI.1.4, RI.1.5, RI.1.7, RI.1.10
	10-9 / Lesson 4	Story Elements: Beginning, Middle, End / Schema	Fantasy	RL.1.3, RL.1.4, RL.1.9
	10-15 / Lesson 5	Story Elements: Characters /Recognize Story Structure	Realistic Fiction	RL.1.1
	10-22 / Lesson 6	Make Predictions/ Schema	Non-fiction	RI.1.1, RI.1.4, RI.1.5, RI.1.7, RI.1.10
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers make meaningful connections when they read?</p> <p>How and why do good readers use prior knowledge (schema) and story information to make predictions?</p> <p>How and why do good readers use the structure of a story to help them understand and retell it?</p> <p>How and why do good readers retell a story in the order that it happened?</p> <p>What are the types and parts of sentences?</p> <p>How do I write and speak in complete sentences?</p>			
Reading Content	<p><u>Comprehension</u></p> <p>Schema RL.1.4, RL.1.</p> <ul style="list-style-type: none"> • Text to self connections • Text to text connections R.I.1.9 • Activate prior knowledge before, during, and after reading • Verbalize connections between the text and their lives and between one text and another R.I.1.9 • Distinguish between connections that are meaningful and relevant and those that aren't R.I.1.9 <p>Predictions</p> <ul style="list-style-type: none"> • Picture Walks 			

- Before/During Reading
- Check Predictions
- KWL
- Type of text (RI.1.5)

Story Elements (RL1.1, RL1.2, RL1.3, RL.1.7, RL.1.10)

- characters, setting, events
- sequence events

Spelling/Phonics

- Short vowel /a/a & inflection: -s **R.F.1.2. a, b, c, d. R.F. 1. 3. b, d, f.**
- Short vowel /a/a & phonograms –ap, -at, -ag, -and **R.F.1.2. a, b, c, d. R.F. 1. 3. b, d,**
- Short vowel /i/ & contractions with ‘s **R.F.1.2. a, b, c, d.**
- Digraph /k/ck, phonograms –ick, -ink, -ill, -it **R.F.1.2. a, b, c, d R.F. 1. 3. a, b, d,**
- Short vowel /o/o, inflections –ed, -ing (no spelling change) **R.F.1.2. a, b, c, d.**
- Variant vowel /o/a (all), contraction n’t **R.F.1.2. b, c, d R.F. 1. 3. d, g.**

Grammar

- Sentences **R.F. 1.1 a L.2. b**
- Word order
- Naming parts of sentences **L.1.c**
- Telling parts of sentences **L. 1. c, e**
- Telling sentences **L. 1. j L.2. b**
- Questions **L. 1. J L.2. b**

Fluency RF.1.4(a,b,c), RL.1.10, RI.1.10

Vocabulary: Selected words from read-aloud text **L.1.4, L.1.6**

Spelling: follows same content as phonics listed above **L.1. 2. d, e,**

High Frequency Words: RF.1.3g

- Lesson 1: **help**, the, and, you
- Lesson 2: **in, no, too**, do, my, go
- Lesson 3: **so, get, home**, can, for, it, is
- Lesson 4: **yes**, at, to, am, me
- Lesson 5: **much**, he, play, look, we, on
- Lesson 6: **how, of**, see, run, us, one, two

Reading Skills

Comprehension

- Express personal connections between texts and their own life experiences through

discussion

- Make connections between texts that they have read or heard read
- Use background knowledge and experience to contribute to text interpretation
- Bring background knowledge to understanding the content of a text
- Check information in the text against their own experiences
- Identify characters in a story
- Bring background knowledge to understanding characters and their problems
- Predict what a character is likely to do in preparation for reading
- Use evidence from the text to support predictions
- Predict what will happen next.
- Predict what will happen after the end.
- Talk about characters, problems, and events in a story in a discussion of how to read the text.
- Identify the beginning, middle, and ending of a story
- Recognize when texts are realistic, fantasy, or true informational texts
- Understand characteristics of realistic fiction
- Use knowledge of realistic fiction to make predictions

Spelling/Phonics

- Hear and identify the short vowel sounds in words (a, i, o)
- Spell words with regular consonant-sound relationships and with regular short vowel patterns correctly. (a, i, o)
- Recognize and use ending consonant sounds and the letters that represent them (Digraph k/ck)
- Recognize that words have letter patterns that are connected to sounds. (-ick -ink, -ill, -and)
- Recognize and use simple phonograms with a VC pattern. (easiest) (-ap, -at, -ag, -it)
- Recognize and use other vowel sounds (variant vowel /a/)
- Understand the concept of plurals and plural forms: adding –s
- Recognize and use endings that add –ing to a verb to denote the present participle
- Recognize and understand contractions with is ('s) and will ('ll)

Grammar

- Identify sentence fragments and use complete sentences
- Identify and use declarative and interrogative sentences with correct capitalization and end marks
- Use imperative and exclamatory sentences
- Identify interjections
- Identify subjects and predicates
- Avoid using sentence fragments in speaking and writing
- Identify complete and simple subjects and predicates
- Avoid using sentence fragments in speaking and writing

	<p><u>High Frequency Words</u></p> <ul style="list-style-type: none"> • Recognize and use high frequency words with three or four letters • Locate and read high frequency words in continuous text • Spell one hundred or more high frequency words conventionally
Writing Content	<p>Launching the Writing Workshop W.1.3 Introduce the writing process</p>
Writing Skills	<p>Student will:</p> <ul style="list-style-type: none"> • understand the writing process: choose a topic, sketch it, and then write a tiny bit about it • develop independence as a writer, keep working by adding more to their picture, by adding more to their words, or by starting a new piece of writing • use folders and supplies to stay organized during Writing Workshop • tell stories in illustrations, decide on a topic, envision it, and then record that meaning on the page with drawings that are representational • stretch and write words, separate out the many sounds they hear in words and write down the letters that correspond to those sounds • use tools to support conventional spelling, use word wall, ABC chart, color word poster, high-frequency word ring, etc. • plan for and write a book with several pages • Edit for spacing, capitalization, and periods • use a basic editing checklist • create a cover as a publishing strategy • offer compliments to fellow authors • share their writing with the world
Assessments	<ul style="list-style-type: none"> • running records, anecdotal records, weekly, theme, benchmark tests, sight word checks, DIBELS, rubrics, teacher-developed rubrics, checklists, conference notes, writing samples and writing portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources, cross-grade-level groups (GR)
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Content area reading/writing
Lesson resources / Activities	<ul style="list-style-type: none"> • Reading: Storytown: grammar, spelling, phonics, anthology, guided reading books, trade books • Suggested text for read-aloud tied to Schema: See page 72 of <i>Reading with Meaning</i> by Debbie Miller (See Chapter 5 – Schema- Pgs. 53-72.) • Units of Study for Primary Writing Lucy Calkins • Unit of Study Beth Asbury • 6+1 Traits • Shared resources between schools • Reading A to Z • Scholastic News & website, Time for Kids

	<ul style="list-style-type: none"> • 100 Book Challenge • Zaner-Bloser Handwriting Program/Student workbooks • Comprehension Toolkit and • Into the Book website: Prior Knowledge: http://reading.ecb.org/teacher/priorknowledge/index.html, and Making Connections: http://reading.ecb.org/teacher/makingconnections/index.html
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Common Core State Standards

Grade: 1

Strand:

	RL.1.1,RL.1.2, RL.1.3, RL.1.4, RL.1.5,RL.1.7, RL.1.9, RL.1.10
	RI.1.1, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10.
	RF.1.1.a, RF.1.2.(a, b, c, d), R.F. 1. 3. (b, d, f, g) RF.1.4 (a,b,c)
	W.1.3
	SL.1.1, SL.1.2, SL.1.3, SL.1.4
	L.1.1 (c, e, j), L.1.2 (b, d, e), L.1.4, L.1.6,

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Turning Corners / Theme 3

Unit #: 2

Course or Grade Level: 1

Length of Time: 9 weeks

Reading Pacing	Week of/ Lesson #	Focus Skill	Genre	Comments/ Additional Materials
	10-29 / Lesson 7	Compare & Contrast / Mental Images	Fantasy	
	11-5 / Lesson 8	Details /Mental Images	Realistic Fiction	
	11-12 / Lesson 8 (cont.)	Details /Mental Images	Realistic Fiction	
	11-19 / Lesson 9	Details/Mental Images	Non-fiction	
	11-26 Lesson 9 (cont.)	Details/Mental Images	Non-fiction	
	12-3 / Lesson 10	Plot /Mental Images	Realistic Fiction	
	12-10 / Lesson 11	Compare & Contrast / Mental Images	Non-fiction	
	12/17 / Lesson 12	Setting /Mental Images	Myth	
	1/2 / Lesson 12 (cont.) Review and Theme Test	Setting /Mental Images	Myth	
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers create mental images (visualize) when they read?</p> <p>How does comparing and contrasting help readers to understand what they read?</p> <p>How do authors use compare/contrast as a structure to help readers understand information?</p> <p>What are details and why are they important?</p>			
Reading Content	<p><u>Comprehension</u></p> <p>Mental Images (Visualization) RL.1.2, RL.1.3, RL.1.4, RL 1.6, RL.1.7</p> <ul style="list-style-type: none"> • Uses schema to create mental images • Uses details from text to create mental images • Explain mental images using written language • Use poetry to create mental images <p>Compare & Contrast RL.1.9</p> <ul style="list-style-type: none"> • Text to text • Character’s adventures/experiences • Fiction/Non-fiction • Creating mental images in fiction vs. non-fiction <p>Details RL1.1, RL.1.7, RI.1.1, RI.1.2</p> <ul style="list-style-type: none"> • Details tell more about something • Recognize characters and report important details after reading • Pictures give information • We use details from illustrations to support points made in discussions 			

Phonics/Word Study (RF.1.3.a b, g)

- short vowel /e/e) & initial blends with *l*
- short vowel /e/e & Diagraph /th/th & initial Blends with *s*
- short vowel /e/e & short vowel /u/u & initial blends with *r*
- Diphthong /ng/ng & Contraction 'll ?
- r-Controlled Vowel /or/or, ore & compound words
- Diagraph /sh/sh & Initial blends with l, s, r

Grammar

- Exclamations (L.1.2.b)
- Nouns: People or places (L.1.1.b) (L.1.2.a.)
- Nouns: Animals or things (L.1.1.b)
- One and More Than One (L.1.1.c)
- Special Names and Titles for People (L.1.1.b)
- Special Names of Places (L.1.1.b)

Vocabulary: Selected words from read-aloud text (L.1.6)

Spelling Follows same content as phonics listed above (L.1.2.d & L.1.2.e)

Short e words & *all, call, make, of*

Words with /th/ & *ten, get, said, was*

Words with short u & *with, then, don't, says*

Words with diphthong /ng/ & *us, must, does, food*

Words with r-controlled vowel /or/ore/ & *long, bring, your, head*

Words with diagraph /sh/ & *for, more, from, very*

Phonemic Awareness (RF.1.2.b,c,d)

Phoneme Blending

Phoneme Segmentation

High Frequency Words (RF.1.3.g)

Lesson 7: **day, eat, was, said**, three, four, five

Lesson 8: **her, don't**, six, seven, eight, nine, ten

Lesson 9: **be**, up, she, mom, dad

Lesson 10: **use, your**, out, got, let

Lesson 11: **from, very, fish**, as, if, did, are

Lesson 12: **saw, came**, but, all, big, I'm

Reading Skills	<p data-bbox="370 205 589 239"><u>Comprehension</u></p> <ul data-bbox="370 254 1516 1220" style="list-style-type: none">• Communicate that visualization is the creation of images that may include any of the five senses in his or her mind that reflect/represent the text read to enhance understanding• Communicate that visualizing is used before, during and after reading• Communicate that visualizing helps the reader go deeper into the text and makes it come alive• Communicate that when visualizing, the reader uses sensory and emotional clues from the text and from prior knowledge to create the world of the story in the mind• Share mental images created from listening to a portion of a text read aloud through discussion and/or drawing.• Compare the adventures and experiences of characters in different stories• Notice how texts are different from each other (such as fiction versus nonfiction)• Understand fiction as stories that are not real and nonfiction as texts that provide real information• Identify realistic fiction as stories that could be real and fantasy as stories that could not be real.• Notice similarities and differences among texts that are by the same author or are on the same topic.• Recognize characters and report important details after reading• Use details from illustrations to support points made in discussion• Identify story details• Identify important information and remember it to use in discussion• Ask and answer questions about key details in a text <p data-bbox="370 1272 578 1306"><u>Spelling/Phonics</u></p> <ul data-bbox="370 1358 1490 1717" style="list-style-type: none">• Hear and identify the short vowel sounds in words (e,u)• Spell words with regular consonant-sound relationships and with regular short vowel patterns correctly. (e,u)• Recognize and use ending consonant sounds and the letters that represent them (Diphthong /ng)• Recognize and use other vowel sounds (r-controlled vowel /or/)• Recognize that letter clusters represent consonant sounds (/th/sh) (Initial blends with l, s, r)• Recognize and understand contractions with <i>will</i> ('ll)• Recognize and use simple compound words <p data-bbox="370 1770 500 1803"><u>Grammar</u></p> <ul data-bbox="370 1856 1328 1927" style="list-style-type: none">• Use exclamation points as ending marks• Notice the use of punctuation marks in books and try them out in own writing
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	<ul style="list-style-type: none"> • Read one’s own writing and think where punctuation would go • Identify people, places, animals, and things as nouns • Use conventional sentence structure (noun + verb) • Use noun and verb agreement (I can) • Understand the concept of plurals and plural form • Use capital letter in the beginning position in a few familiar, known proper nouns <p><u>High Frequency Words</u></p> <ul style="list-style-type: none"> • Recognize and use high frequency words with five or more letters • Locate and read high frequency words in continuous text • Spell one hundred or more high frequency words conventionally
Writing Content	Personal Narrative (Small Moments)
Writing Skills	<p>Student will:</p> <ul style="list-style-type: none"> • understand a Small Moment Story, write small moments stories and stretch the action across several pages • stretch one small moment, plan their own writing in the presence of partners by touching each page and saying what they'll write • sketching rather than draw • internalize story shapes, tell a story across one's fingers • write close-in story endings, write effective story endings, • revise and edit with partners • generate details for a story
Assessments	<ul style="list-style-type: none"> • Running Records, anecdotal records, weekly, theme, benchmark tests, sight word checks, DIBELS, rubrics, teacher-developed rubrics, checklists, conference notes, writing samples and writing portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources, cross-grade-level groups (GR)
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Content area reading/writing • Student can demonstrate visualization through language, visual arts, music, drama, dance/movement or technology.
Lesson resources / Activities	<ul style="list-style-type: none"> • Reading: Storytown: grammar, spelling, phonics, anthology, guided reading books, trade books • Suggested text for read-aloud tied to Schema: See page 72 of <i>Reading with Meaning</i> by Debbie Miller (See Chapter 6 – Creating Mental Images- Pgs. 73-104) • Units of Study for Primary Writing Lucy Calkins • Unit of Study Beth Asbury • 6+1 Traits • Shared resources between schools

- Reading A to Z
- Scholastic News & website, Time for Kids
- 100 Book Challenge
- Zaner-Bloser Handwriting Program/Student workbooks
- Comprehension Toolkit and
- Into the Book website: Visualizing <http://reading.ecb.org/teacher/visualizing/index.html>

Common Core State Standards

Grade: 1

Strand:

Category:

RL.1.1,RL.1.2, RL.1.3, RL.1.4, RL.1.6,RL.1.7,RL.1.9

RI.1.1, RI.1.2

RF.1.2.(b, c, d), R.F. 1. 3.g

W.1.3, W.1.5

L.1.1 (b, c, e, j), L.1.2 (a, b ,d, e), **L.1.4**, L.1.6,

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Wild and Wonderful / Theme 4		Unit #: 3		
Course or Grade Level: 1		Length of Time: 7 weeks		
Reading Pacing	Week of/ Lesson #	Focus Skill	Genre	Comments/ Additional Materials
	1-7 / Lesson 13	Sequence	Non-Fiction	
	1-14 / Lesson 14	Author's Purpose-Point of View	Realistic Fiction	
	1-22 / Lesson 15	Sequence	Biography	
	1-28 / Lesson 16	Main Idea	Fantasy	
	2-4 / Lesson 17	Main Idea	Non-fiction	
	2-11 / Lesson 18	Authors Purpose/Point of View	Realistic Fiction	
	2-18 / Lesson 18 (cont.)	Authors Purpose/Point of View	Realistic Fiction	
Writing Pacing	TBD			
Essential Questions				
Reading Content	<p><u>Comprehension</u></p> <p>Inferring (This strategy usually involves:) RL 1.7, RL. 1.9, RL.1.3</p> <ul style="list-style-type: none"> ➤ forming a best guess using evidence, context clues, picture clues, etc. ➤ making predictions ➤ drawing conclusions ➤ finding meaning of unknown words <ul style="list-style-type: none"> • Word meaning • Meaning of Poems • Character Traits <p>Author's Purpose/Point of View</p> <p>Non-Fiction Text Structures/Features</p> <p>Sequence Events</p> <ul style="list-style-type: none"> • Steps in process 			

Spelling/Phonics (RF.1.3.a b, c, f, g)

- diagraph /ch/tch/ & Inflection -es
- r-Controlled Vowel /ar/ & Inflection –s, -ed, -ing
- Diagraph /kw/qu/hw/wh & Inflection -ed, -ing
- r-controlled ur/er/ir & Inflections –er, -est
- syllable /el/-le & Inflections –ed, -ing.
- long vowel /o/ow, oa & Phonograms –ow, oat, own, oast

Grammar

- Names of Days and Months (L.1.5.a & L.1.5.c)
- Names of Holidays (‘s, and pronouns (L.1.5.a & L.1.5.c)
- Using I & Me (L.1.1.d.)
- Using He, She, It, They (L.1.2.c. & L.1.2.d)
- Possessives (‘s, and pronouns (L.1.1.d)
- Troublesome words: Homophones (L.1.4.a.)

Vocabulary Selected words from read-aloud text (L.1.6)

Spelling Follows same content as phonics listed above (L.1.2.d & L.1.2.e)(RF.1.3.a, c, e, g)

- Words with diagraph /ch/tch/ & *wish, shop, saw, were*
- Words with r-controlled vowel /ar/ & *chin, such, fly, watch*
- Words with diagraph kw/qu/hw/wh & *arm, part, house, put*
- Words with r-controlled vowel /er/ir/ur & *quit, when, name, work*
- Words with syllable /le/ & *turn, girl, by, room*
- Words with long vowel /o/ ow, oa & *little, handle, carry, wood*

High Frequency Words (RF.1.3.g)

Lesson 13: **rain**, has, had, his, sat, not

Lesson 14: **put, say**, into, give, here, have, good

Lesson 15: **read, about, books**, going, come, jump

Lesson 16: **by**, down, just, away, him, went

Lesson 17: **paper**, now, ball, or, an, fun, that

Lesson 18: **our, over**, them, then, will, boy, girl

Phonemic Awareness (RF.1.2.b,c,d)

Phoneme Deletion

Phoneme Substitution

Review Blending, Segmentation, Deletion, Substitution

Reading Skills

Comprehension

	<p><u>Spelling/Phonics</u></p> <ul style="list-style-type: none"> • Recognize and use ending consonant sounds and the letters that represent them (Diagraphs /ch/tch/ and kw/qu/hw/wh/) • Recognize and use other vowel sounds (r-controlled vowel /ar/er, ir, ur) • Understand the concept of syllables and demonstrate by clapping. • Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns (syllable /le) • Hear and identify long vowel sounds in words and the letters that represent them/o/ ow, oa <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Recognize and use concept words (names of days, months, holidays) • Correctly use pronouns I and Me in writing and speaking • Correctly use pronouns He, She, It, They in writing and speaking • Recognize and use possessives that add an apostrophe and an s to a singular noun • Recognize and use simple homophones (sound the same, different spelling and meaning. <p><u>High Frequency Words</u></p> <ul style="list-style-type: none"> • Recognize and use high frequency words with five or more letters • Locate and read high frequency words in continuous text • Spell one hundred or more high frequency words conventionally
Writing Content	Convention and Fiction Narrative
Writing Skills	<p>Student will</p> <ul style="list-style-type: none"> • examine readable and unreadable writing, student will look back on his/her own work and divide his/her writing into piles of more- and less-readable writing, noting the qualities of each • write with sight words • space words by leaving a finger-sized blank space when they hear no more sounds in a word. • write focus focused narrative • generate ideas by rereading small moments stories, or making up stories • write in the third person by using character names • plan a story with planning booklet • use story telling language and dialogue • write strong leads • create a strong setting

	<ul style="list-style-type: none"> • create strong ending • use transitioning words to show the passage of time • add sensory details to slow down the action • choose a story to publish, review planning, and craft chart • revise with partners, reread each other's writing to find and fill in missing words • edit and publish
Assessments	<ul style="list-style-type: none"> • running records, anecdotal records, weekly, theme, benchmark tests, sight word checks, DIBELS, rubrics, teacher-developed rubrics, checklists, conference notes, writing samples and writing portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources, cross-grade-level groups (GR)
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Content area reading/writing
Lesson resources / Activities	<ul style="list-style-type: none"> • Reading: Storytown: grammar, spelling, phonics, anthology, guided reading books, trade books • Suggested text for read-aloud tied to Schema: See page 72 of <i>Reading with Meaning</i> by Debbie Miller (See Chapter 5 – Schema- Pgs. 53-72.) • Units of Study for Primary Writing Lucy Calkins • Unit of Study Beth Asbury • 6+1 Traits • Shared resources between schools • Reading A to Z • Scholastic News & website, Time for Kids • 100 Book Challenge • Zaner-Bloser Handwriting Program/Student workbooks • Comprehension Toolkit and • Into the Book website: Prior Knowledge: http://reading.ecb.org/teacher/priorknowledge/index.html, and Making Connections: http://reading.ecb.org/teacher/makingconnections/index.html

Common Core State Standards

Grade: 1

Strand:

Category:

#. Standard:

WL.1.2, W.1.3, W.1.5

RL 1.7, RL. 1.9, RL.1.3

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Where We Live / Theme 5

Unit #: 4

Course or Grade Level: 1

Length of Time: 6 weeks

Reading Pacing	Week of/ Lesson #	Focus Skill/ Focus Strategy	Genre	Comments/ Additional Materials
	2-25 / Lesson 19	Cause & Effect/Inferring	Fiction	
	3-4 / Lesson 20	Cause & Effect / Inferring	Non-fiction	
	3-11 / Lesson 21	Problem-Solution / Inferring	Play	
	3-18 / Lesson 22	Problem-Solution / Inferring	Fantasy	
	3-25 / Lesson 23	Draw Conclusions / Inferring	Non-Fiction	
	4-8 / Lesson 24	Draw Conclusions / Inferring	Realistic Fiction	
Writing Pacing	TBD			
Essential Questions				
Reading Content	<p><u>Comprehension</u></p> <p>Asking Questions RL.1.1, RI.1.1, RI.1.4</p> <ul style="list-style-type: none"> • Ask meaningful questions about text • Answer questions using evidence from text and inference • Ask questions to determine or clarify meaning of words or phrases <p>Determining Importance in Non-Fiction: RL. 1.2, 1.3 ,1.6 1.7, 1.8, 1.9</p> <ul style="list-style-type: none"> • This strategy focuses on non-fiction text. When reading non-fiction text, the reader has to determine the purpose for reading the text. Knowing the purpose for reading helps the reader to distinguish between important and unimportant information to understand the overall meaning of the text. <p>Cause and effect RI.1.3</p> <ul style="list-style-type: none"> • Infer why things happen in a text based on evidence • How events are linked together • As a non-fiction text structure <p>Central Message RL.1.2</p> <p>Draw Conclusions RL.1.2</p> <p>Story Elements RL.1.3</p> <ul style="list-style-type: none"> • Problem/Solution 			

	<p>Phonics/Word Study</p> <ul style="list-style-type: none"> • Long Vowel /e/e, ee, ea Contractions 've, 're R.F. 1.2.a, b, c, d R.F. 3. b,c,d • Long Vowel /a/, ai, ay Phonograms -ay, -ain, -ail, -aid R.F. 1.2. a,b,d R.F. 3. b,c,d • Long Vowel /a/a-e Phonograms -ake, -ate, -ane, -ade R.F. 1.2.a, b, c, d R.F. 1. 3. b,c,d • Long Vowel /i/i-e Inflections -ed, -ing R.F. 1.2.a, b, c, d, R.F. 1.3. f • Long Vowel /o/o-e Phonograms -ose, -oke, -one, -ole R.F. 1.2.a, b, c, d R.F.1. 3. b,c,d • Consonants /s/c, /j/g, dge Long Vowel /a/a-e; /i/i-e Contractions 's, n't, 'll R.F. 1.3.a,g <p>Grammar</p> <ul style="list-style-type: none"> • Describing Words : Color, size, and shape L.1.1.f • Describing Words: Taste, Smell, Sound, and Feel L.1.1.f • Describing Words: How Many L.1.1.f • Describing Words: Feelings L.1.1.f • Describing Words: -er, -est L.1.1.f • Troublesome Words: Multiple- Meaning Words L.1.4 <p>Vocabulary Selected words from read-aloud text</p> <p>Spelling Follows same content as phonics listed above L.1. 2. d, e</p> <p><u>Phonemic Awareness</u> (RF.1.2.b,c,d)</p> <p><u>High Frequency Words</u> (RF 1.3.g)</p> <p>Lesson 19: door, mother, sit, there, they, what Lesson 20: place, this, where, man, under, can't Lesson 21: with, could, before, after Lesson 22: because, right, make, were, brother, back Lesson 23: love, little, sister, than, when Lesson24: become, Sunday, Monday, Tuesday, Wednesday</p>
<p>Reading Skills</p>	<p><u>Comprehension</u></p> <p><u>Spelling/Phonics</u></p> <ul style="list-style-type: none"> • Hear and identify long vowel sounds in words and the letters that represent them (/e/e,ee, ea and /a/, ai, ay, a-e, and /i/ i-e, and /o/ o-e) • Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns) • Recognize and use beginning consonant sounds and the letters that represent them to read and write words • Recognize and understand contractions with will ('ll), <i>have</i> ('ve), <i>are</i> ('re), <i>is</i> ('s), <i>not</i> (n't) • Recognize and use endings that add -ing to a verb to denote the present participle • Recognize and use endings that add -ed to a verb to make it past tense

	<p><u>Grammar</u></p> <ul style="list-style-type: none"> • Identify and use describing words that tell about color, size and shape. • Identify and use describing words that tell about taste, smell, sound and feel. • Identify and use describing words that tell about how many • Identify and use describing words that tell about feelings. • Identify and use describing words with –er, and –est • Understand that words can have multiple meanings and to use the context to find the meaning of multiple meaning words <p><u>High Frequency Words</u></p> <ul style="list-style-type: none"> • Recognize and use high frequency words with five or more letters • Locate and read high frequency words in continuous text • Spell one hundred or more high frequency words conventionally
Writing Content	Informational Writing “How-To”
Writing Skills	<p>Students will:</p> <ul style="list-style-type: none"> • read how- to books (immersion) • explore topics, to write to teach others how to do something • understand the purpose and requirements of this genre • incorporate features of How-To writing • revise words and pictures to make them more explicit • choose one piece to publish • revise and edit
Assessments	<ul style="list-style-type: none"> • running records, anecdotal records, weekly, theme, benchmark tests, sight word checks, DIBELS, rubrics, teacher-developed rubrics, checklists, conference notes, writing samples and writing portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources, cross-grade-level groups (GR)
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Content area reading/writing
Lesson resources / Activities	<ul style="list-style-type: none"> • Reading: Storytown: grammar, spelling, phonics, anthology, guided reading books, trade books • Suggested text for read-aloud tied to Schema: See page 72 of <i>Reading with Meaning</i> by Debbie Miller (See Chapter 5 – Schema- Pgs. 53-72.) • Units of Study for Primary Writing Lucy Calkins • Unit of Study Beth Asbury • 6+1 Traits

	<ul style="list-style-type: none"> • Shared resources between schools • Reading A to Z • Scholastic News & website, Time for Kids • 100 Book Challenge • Zaner-Bloser Handwriting Program/Student workbooks • Comprehension Toolkit and • Into the Book website: Prior Knowledge: http://reading.ecb.org/teacher/priorknowledge/index.html, and Making Connections: http://reading.ecb.org/teacher/makingconnections/index.html
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Common Core State Standards

Grade: 1

Strand:

Category:	RL 1.1, RL.1.4
	RI.1.1
	W.1.2, W.1.8

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: New Faces New Places / Theme 6

Unit #: 5

Course or Grade Level: 1

Length of Time: 6 weeks

Reading Pacing	Week of/ Lesson #	Focus Skill	Genre	Comments/ Additional Materials
	4-8 / Lesson 25	Alphabetize	Non-fiction	
	4-15 / Lesson 26	Story Elements	Fantasy	
	4-22 / Lesson 27	Story Elements	Fiction	
	4-29 / Lesson 28	Details	Nonfiction	
	5-6 / Lesson 29	Details	Realistic Fiction	
	5-13 / Lesson 30	Alphabetize	Fantasy	
Writing Pacing	TBD			
Essential Questions				
Reading Content	<p><u>Comprehension</u></p> <p>Synthesizing Information RL.1.2 , RL.1.3.</p> <p>Author’s Purpose</p> <p>Central Message</p> <p>Adjust thinking/predictions/insight as reader gains information</p> <p>Summarize</p> <p><u>Phonics/Word Study</u></p> <ul style="list-style-type: none"> • Long Vowel / (y)oo/u-e Inflections -ed, -ing R.F. 1.2.a, b, c, d R.F. 1.3. b,c,d,f • Long Vowel /i/y, ie, igh Contractions ’d, ’ve, ’re R.F. 1.2 a,b,c,d,R.F.1.3. b,c,d, f • Vowel Diphthong /ou/ow, ou Phonograms -out, -ow, -own, -ound R.F. 1.2.b,c, R.F.1.3 g • Long Vowel /e/y, ie Inflections -ed, -er, -est, -es R.F. 1.2.a, b, c, d R.F. 1.3. b,c,d,f • Vowel Diphthong /oo/o, e Phonograms -ool, -ew Contractions ’d, ’ve, ’t RF 1.3. g • Long Vowel /i/i; /o/o Phonograms -ind, -ild, -old R.F. 1.2 a,b,c,d,R.F.1.3. b,c,d, f <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Verbs L. 1.1. e • Verbs That Tell About Now L. 1.1. e • Using Am, Is, and Are L. 1.1. e • Verbs That Tell About The Past L. 1.1. e • Using Was and Were L. 1.1. e • Using Was and Were L. 1.1. e 			

	<p><u>Fluency</u> RF.1.4(a,b,c), RL.1.10, RI.1.10</p> <p><u>Vocabulary:</u> Selected words from read-aloud text L.1.4, L.1.6</p> <p><u>Spelling:</u> follows same content as phonics listed above L.1. 2. d, e,</p> <p><u>High Frequency Words:</u> RF.1.3g</p> <p>Lesson 25: Thursday, Friday, Saturday, both, fast Lesson 26: baby, next, off, name, ask Lesson 27: together, time, room, walk, Lesson 28: able, almost, great, their, tell Lesson 29: father, may, today, who, write Lesson 30: any, want, know, should, bad</p>
Reading Skills	<p><u>Comprehension</u></p> <p><u>Spelling/Phonics</u></p> <ul style="list-style-type: none"> • Hear and identify various long vowel sounds in words and the letters that represent them • Recognize and use other vowel sounds (vowel diphthongs ou and oo) • Recognize and correctly add ending –er to a verb to make it a noun • Recognize and correctly add inflectional endings –ing, -er, -est, -es to words • Recognize and understand contractions with would (‘d), have (‘ve), are (‘re) <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Define, identify and write verbs • Recognize that the verbs <i>am, is, and are</i> tell about now and to use them correctly • Recognize that the verbs <i>was and were</i> tell about the past and to use them correctly <p><u>High Frequency Words</u></p> <ul style="list-style-type: none"> • Recognize and use high frequency words with five or more letters • Locate and read high frequency words in continuous text • Spell one hundred or more high frequency words conventionally
Writing Content	<p>Informational all about book, And an Opinion Poetry Unit</p>
Writing Skills	<ul style="list-style-type: none"> • read All -About books notice the non-fiction features • study the whole text of The Pumpkin Book to glimpse the overall structure of informational (or "All-About") writing • anticipate the chapters he or she might write on a topic, and draft a Table of Contents

	<ul style="list-style-type: none"> • incorporate features of How-To Writing • make texts that teach, include facts that teach in their writing • research by learning from books on their topics • reread and revise nonfiction writing, asking, "Does anything in this chapter belong elsewhere?" • read poetry • write about objects and experiment with format • choose a topic and of writing about subjects that matter to them very much • convey strong feelings by creating images (show don't tell) • use comparisons to convey feelings, a sound, an image, an observation, an idea • revise and edit poetry, reread with pen in hand, carefully check each word and then doing everything possible to fix words that require more attention
Assessments	<ul style="list-style-type: none"> • running records, anecdotal records, weekly, theme, benchmark tests, sight word checks, DIBELS, rubrics, teacher-developed rubrics, checklists, conference notes, writing samples and writing portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources, cross-grade-level groups (GR)
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Content area reading/writing
Lesson resources / Activities	<ul style="list-style-type: none"> • Reading: Storytown: grammar, spelling, phonics, anthology, guided reading books, trade books • Suggested text for read-aloud tied to Schema: See page 72 of <i>Reading with Meaning</i> by Debbie Miller (See Chapter 5 – Schema- Pgs. 53-72.) • Units of Study for Primary Writing Lucy Calkins • Unit of Study Beth Asbury • 6+1 Traits • Shared resources between schools • Reading A to Z • Scholastic News & website, Time for Kids • 100 Book Challenge • Zaner-Bloser Handwriting Program/Student workbooks • Comprehension Toolkit and • Into the Book website: Prior Knowledge: http://reading.ecb.org/teacher/priorknowledge/index.html, and Making Connections: http://reading.ecb.org/teacher/makingconnections/index.html
Common Core State Standards	
Grade: 1	
Strand:	
Category:	RL. 1.2, 1.3 ,1.6 1.7, 1.8, 1.9

	W.1.1, W. 1.2, W.1.8
Career and College Readiness Anchor Standards:	

First Grade Sight Words

**Words in RED and BLACK may be on Quarterly Assessments*

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
help	in	so	yes	much	how	day	her	be	use
the	no	get	at	he	of	eat	don't	up	your
and	too	home	to	play	see	was	six	she	out
you	do	can	am	look	run	said	seven	mom	got
	my	for	me	we	us	three	eight	dad	let
	go	it		on	one	four	nine		
		is			two	five	ten		
now		held	late	find	make	time	new	does	every
let's		soon	oh	thank	some	first	line	food	school
							Mr.	grow	way
							says	live	arms
							water	many	feet
									head

RED: Cross-Referenced from Storytown AND Fountas& Pinnell Word Lists

BLACK: Added from Fountas & Pinnell High Frequency Word Lists

BLUE: Words from Storytown (Not Responsible For)

First Grade Sight Words

Words in **RED and **BLACK** may be on Quarterly Assessments*

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
from	saw	rain	put	read	by	paper	our	door	place
very	came	has	say	about	down	now	over	mother	this
fish	but	had	into	books	just	ball	them	sit	where
as	all	his	give	going	away	or	then	there	man
if	big	sat	here	come	him	an	will	they	under
did	I'm	not	have	jump	went	fun	boy	what	can't
are			good			that	girl		
their	could	air	know	name	room	carry	pretty	sky	cool
under	were	friends	again	family	always	money	mouse	should	dry
animals	happy	grew	feel	work	cows	buy	surprise	dear	holes
	night	need	house	people	join	other		hurry	move
		watch	loud	writing	nice	paint		told	warm
		fly	Mrs.		please	would			

RED: Cross-Referenced from Storytown AND Fountas& Pinnell Word Lists

BLACK: Added from Fountas & Pinnell High Frequency Word Lists

BLUE: Words from Storytown (Not Responsible For)

First Grade Sight Words

Words in **RED and **BLACK** may be on Quarterly Assessments*

Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
with	because	love	become	Thursday	baby	together	able	father	any
could	right	little	Sunday	Friday	next	time	almost	may	want
before	make	sister	Monday	Saturday	off	room	great	today	know
after	were	than	Tuesday	both	name	walk	their	who	should
	brother	when	Wednesday	fast	ask		tell	write	bad
	back								
gone	light	city	high	clear	answered	done	blue	building	nothing
hears	walked	brown	listen	color	earth	heard	poured	tomorrow	ready
might	those	hello	busy	good-bye	thought	pools	took	toward	front
near		loudly	eyes	hair	climbed	pushed	traveled	welcoming	sorry
around		pulled	remembered	kinds	fooling				
found				only	table				
open				toes					
tired									

RED: Cross-Referenced from Storytown AND Fountas & Pinnell Word Lists

BLACK: Added from Fountas & Pinnell High Frequency Word Lists

BLUE: Words from Storytown (Not Responsible For)