

Curriculum Mapping, Alignment, and Analysis  
**Glen Lake Community Schools**

Grade:   1   Content Area:   Language Arts   Course: \_\_\_\_\_ Revised   6-12-07  

<b>Month</b>	<b>Essential Questions</b> <i>What are the fundamental, enduring questions that will guide study and instruction?</i>	<b>Content</b> <i>What is being covered and what is the important vocabulary? What do students need to know?</i> (Topics, Issues, works, problems, themes)	<b>Skills</b> <i>Use <b>verbs</b> to tell: What do students have to be able to do connected to the content?</i>	<b>Assessment</b> <i>Use <b>nouns</b> to describe: What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned about the Essential Questions?</i>	<b>Grade Level Content Expectations</b> <i>What benchmarks are met through this topic?</i> (Use the code/s that match the state standards.)
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<b>September</b>	<p><u>Reading:</u> How do I make predictions? How do I classify? What is the main idea? How do I tell the difference between fact and fantasy? How do I use prior knowledge to make connections to the text? What questions do I ask myself as I read?</p> <p><u>Phonics/Word Study:</u> What are consonant sounds? What sounds do short a, i and short o make?</p> <p><u>Oral Language:</u> How can I be a good listener? What is a poem?</p> <p><u>Writing-grammar:</u> What is a noun? What is a sentence? How do I print the alphabet and numbers?</p>	<p><u>Reading:</u> Predicting Classifying Main idea Fact and Fantasy</p> <p><u>Phonics/Word Study:</u> Letter recognition and sounds Short a: -an, -ap, -at Short i: -ig, it Short o: -op, -ot</p> <p><u>Oral language:</u> Listening Vocabulary</p> <p><u>Writing:</u> sentence</p>	<p><b>Vocabulary:</b> predict consonant classify main idea vowel sentence word wall noun</p>	<ol style="list-style-type: none"> <li>1. Students will listen as teacher models making predictions and citing reasons for them.</li> <li>2. Students will make predications about a story.</li> <li>3. Students identify the way things are different and the ways they are alike. Children group like things into categories and label the categories.</li> <li>4. Students will build vocabulary through discussion.</li> <li>5. Students will identify and use naming (nouns) words.</li> <li>6. Students will recognize high frequency words.</li> <li>7. Students will observe modeled writing.</li> <li>8. Students will participate in shared writing.</li> <li>9. Students will write sentences.</li> </ol>	<p>Teacher observation of skills Written tests Running records Worksheets Writing samples Daily written work Thank you letter Oral assessment What does this remind me of? What does this make me think? Does this book remind me of another book I've read? How is this book different from...? Does this book remind me of a time when....?</p>	<p>R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. R.WS.01.02 recognize that words are composed of sounds blended together and carries meaning. R.WS.01.03 understand the alphabetic principle-that sounds in words are expressed by the letters of the alphabet. R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant diagraphs: letter/sound, onset and rimes, and whole word chunks. R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year. R.WS.01.06 be making progress in automatically the 220 Dolch basic sight words and 95 common nouns for mastery in the third grade. R.W.S.01.07 use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics) , patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternate meanings. R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. S.CN.01.04 present in standard American English.</p>

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<b>October</b>	<p><u>Reading</u> What are strategies to identify unknown words? What are cause and effect? How does the sequence affect a story? What are the details of the text? What are the parts of a book? How do I use strategies to construct meaning for unknown words? What are details? What is cause and effect? What are context clues? <u>Phonics/Word Study:</u> What are the sounds of short e, and u? How do I use the sound of short a to decode words and spell words? What are CVC words? What are sight words? What are red (not decodable) words? What are final consonants? <u>Oral Language:</u> How do I listen to recall details, sequence, context clues and cause and effect? What do rhyming words sound like? <u>Writing:</u> What is a complete sentence? What is on a book cover and title page?</p>	<p><u>Reading:</u> Sequence Recall and retell Context clues Cause and Effect Details <u>Phonics/Word Study:</u> Letter recognition and sounds Short e: -en, -et Short u: -ug, -up, -ut  <u>Oral Language:</u> Listening Vocabulary Rhyming  <u>Writing:</u> sentence</p>	<p>title page table of contents glossary conclusion sequence yesterday (past) present (today) context clues cause and effect details rhyming words CVC pattern first next last syllables author title</p>	<ol style="list-style-type: none"> <li>1. Students will talk about what happened first next and last.</li> <li>2. Students will recognize that clue words like first, then, next finally and last signal the order of events.</li> <li>3. Students will produce rhyming words.</li> <li>4. Students will recall and retell a story.</li> <li>5. Students will check their own writing for accuracy.</li> <li>6. Students will count syllables in high frequency words.</li> <li>7. Students will identify the author and the title.</li> <li>8. Students will use headings, titles, labeled photographs and illustrations to enhance understanding of key and supporting ideas.</li> <li>9. Students will reread for fluency.</li> <li>10. Students will spell words with short a.</li> <li>11. Students will write complete sentences.</li> <li>12. Students will locate the title page.</li> <li>13. Students will expand their vocabulary through discussion.</li> <li>14. Monitor comprehension by asking “What questions do I ask as I read?”.</li> <li>15. Students will use letter clues and words clues to recognize the word.</li> <li>16. Students will use context clues and picture clues to check word meaning.</li> </ol>	<p>Teacher observation of skills Written tests Worksheets Writing samples Daily written work MLPP testing</p>	<p>R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify the author’s perspective. R.WS.01.08 use syntactic and semantic cues including pictures clues, word chunks, and the structure of a book language to determine the meaning of words in grade-appropriate texts. R.WS.01.09 know the meaning of words encountered frequently in grade level reading and oral language contexts. R.CM.01.04 apply significant knowledge from grade level science, social studies, and mathematics texts. R.IT.01.03 explain how authors use text features headings, titles, labeled photographs and illustrations to enhance including the understanding of key and supporting ideas: S.CN.01.05 understand, providing examples for how language differs from storybooks and classroom as a function of linguistic and cultural group membership.</p>

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<b>November</b>	<p><u>Reading</u> How does the title relate to the text? What can I predict about this passage from the title and picture clues? What does it mean to draw conclusions? How do I draw conclusions? How can I use cause and effect to help me remember the story? What is a setting? What is the author's purpose? What are the details of a text? How is the Native American culture represented in literature? What is a folktale? How do I know when comprehension is broken down? <u>Phonics/Word Study:</u> How do I spell short i and o words? How do I make words mean more than one? How do I spell words that end with a /c/ sound? What is the sound x makes? <u>Oral Language:</u> Why do we listen? How do I ask a question? How can I be a good speaker? What is an antonym? <u>Writing:</u> How do I help write a class story? How do I write a thank you letter? Do my words match my picture? What is a telling sentence?</p>	<p><u>Reading:</u> Predicting Setting Author's Purpose Cause and Effect</p> <p><u>Phonics/Word Study:</u> Short i, short o Final -ck -x -s plurals</p> <p><u>Oral Language:</u> Listen Antonym Questions</p> <p><u>Writing:</u> Sentence Pictures Class story Telling sentences</p>	<p><b>Vocabulary:</b> Setting Purpose Predicting Cause and effect Antonyms</p>	<ol style="list-style-type: none"> <li>1. Students will use the title and pictures to make predications about the text.</li> <li>2. Students will identify the setting of a story.</li> <li>3. Students will identify the author's purpose.</li> <li>4. Students will draw conclusions from personal knowledge and written text.</li> <li>5. Students will recall details of a text.</li> <li>6. Studnets will recognize Native American culture in a text.</li> <li>7. Students will identify a folk tale, realistic fiction, and fantasy.</li> <li>8. Students will identify cause and effect.</li> <li>9. Students will spell short i and short o words.</li> <li>10. Students will use -ck to spell the /c/ sound at the end of a short vowel one syllable word.</li> <li>11. Students will use full sentences when they speak.</li> <li>12. Students will listen for cause and effect, author's purpose and the setting of a text.</li> <li>13. Students will demonstrate how to be a good listener.</li> <li>14. Students will give antonyms for words.</li> <li>15. Students will contribute to a class story.</li> <li>16. Students will write a thank you letter with teacher help.</li> <li>17. Studnets will write telling sentences with pictures that match.</li> </ol>	<p>Teacher observation of skills Written tests Worksheets Writing samples Daily written work Running record</p>	<p>R.NT.01 recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and merit. (see also Social Studies Nov.) R.N.T.01.02 identify and describe a variety of genre including: realistic fiction, fantasy and folktales. R.MT.01.01 self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text. R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, and after reading and discussing the most important ideas and themes in a text. R. MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work. W.SP.01.01 in the context of writing, correctly spell frequently encountered on-syllable words from common word families. W.PR.01.03 attempt to revise draft based on reading it aloud to clarify meaning for their intended audience.</p>

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<b>December</b>	<p><u>Reading:</u> How can I use cause of an effect to help me understand the story? How can I tell if a character is real or make believe? How do I put event in a story in order?</p> <p><u>Phonics/Word Study:</u> When do I add –ing or –s to change the meaning of the words?</p> <p><u>Oral Language:</u> <u>Writing</u> How do I become a better writer?</p>	<p><u>Reading:</u> Inflectional endings-ing, -s</p>	<p>Vocabulary:</p>	<p>Students will add –ing and –s to the endings of words when appropriate.</p> <ol style="list-style-type: none"> <li>1. Students will use a Venn Diagram to compare and contrast.</li> <li>2. Students will use pictures, text or their own prior knowledge to draw conclusions.</li> <li>3. Students will be able to recognize the implied main idea of a story they read independently given two or three choices.</li> <li>4. Students will identify the way things are different and alike.</li> <li>5. Students will group things into categories and label the categories.</li> <li>6. Students will spell short e and short u words.</li> <li>7. Students will decode and build words with a double final consonant.</li> <li>8. Students will decode and build words with r, l, and s blends.</li> <li>9. Students will expand their vocabularies' through discussion of helping and classify words.</li> <li>10. Students will listen to: compare and contrast, draw conclusions, and identify the main idea.</li> <li>11. Students will retell a message.</li> <li>12. Students will use homonyms in sentences.</li> <li>13. Students will identify and use singular nouns, plural nouns and proper nouns.</li> <li>14. Students will listen to a poem and big book and draw conclusions, compare and contrast, classify and find the main idea.</li> </ol> <p>Students will reread for fluency.</p>	<p>Teacher observation of skills Written tests Worksheets Writing samples Daily written work</p>	<p>W.PR.01.01 with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning. W.HW.01.01 write upper and lower case manuscript letters legibly. S.DS.01.01 engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions. S.DS.01.02 tell/retell familiar stories using a problem solution pattern, appropriate story grammar, proper sequence, and a prop. R.AT. 01.01 be enthusiastic about reading and learning how to read. R.AT. 01.02 do substantial reading and writing on their own during free time in school and at home. W.AT.01.01 be enthusiastic about writing and learning to write. W.PR. 01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.</p>

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<b>January</b>	<p><u>Comprehension:</u> How can use beginning middle and end to summarize a story? What is a Venn Diagram? What are the parts of a story? What is the beginning middle and end of a story? How do I use clues to make predictions? How do I use picture and text to support fantasy or realism?</p> <p><u>Spelling-phonics:</u> How do I spell words with the short vowels a, e, i, o, and u sounds? How do I spell words with a double final consonant?</p> <p><u>Writing-grammar:</u> How do I write a complete sentence? How do I write sentences to answer questions? How do I write poetry?</p>		<b>Vocabulary:</b> <b>Venn Diagram</b> <b>beginning</b> <b>middle</b> <b>end</b> <b>predictions</b> <b>fantasy</b> <b>realism</b>	<ol style="list-style-type: none"> <li>1. Students will use context clues to decode words within a text.</li> <li>2. Students will identify the characters in a story.</li> <li>3. Students will identify the theme of a story.</li> <li>4. Students will decide if a text is depicting fantasy or realism.</li> <li>5. Students will decode contractions.</li> <li>6. Students will decode and build words with the long a and magic e.</li> <li>7. Students will recognize the CVCE pattern.</li> <li>8. Students will decode words with -ed endings.</li> <li>9. Students will decode and spell words with a double final consonant.</li> <li>10. Students will decode words with ch or th.</li> <li>11. Students will express their feelings orally.</li> <li>12. Students will describe the time of day.</li> <li>13. Students will say the days of the week and months of the year.</li> <li>14. Students will use first, next, then, before and finally to tell their thoughts.</li> <li>15. Students will use synonyms in sentences.</li> <li>16. Students will identify and use verbs in sentences.</li> <li>17. Students will write describing sentences.</li> <li>18. Students will listen to a big book and poem to find the theme, identify characters and chose between realism and fantasy.</li> <li>19. Students will read and edit their own work and proof read the work of others.</li> </ol>	<b>Teacher observation of skills</b> <b>Written tests</b> <b>Worksheets</b> <b>Writing samples</b> <b>Daily written work</b> <b>Story maps</b>	<p>R.NT.01.03 identify, problem/solution, sequence of events and sense of story.  R.NT.01.04 identify how authors/illustrators use illustrations to support story elements and transitional words to indicate a sequence of events and sense of story.  W.GN.01.02 approximate poetry based on reading a wide variety of grade level appropriate poetry.  R.CM.01.04 make text-to-self and text-to-text connections and comparisons.  W.GR.01.01 in the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalization first and last names and pronoun I.  W.SP.01.01 in the context of writing, correctly spell frequently encountered on-syllable words from common word families.  W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues(letter/sounds, rimes) and environmental sources (word walls, word lists).  W.PR.01.02 draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.  R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.</p>

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<b>February</b>	<p><u>Comprehension:</u> How can I use details to help me remember a story? How can I use a story map to summarize a story? How do I use my own real life knowledge, text and picture clues to draw conclusions about a story?</p> <p><u>Spelling-phonics:</u> How do I spell the long vowel words with a cvce pattern?</p> <p><u>Writing-grammar:</u> How can I write clearly using naming words? What are nouns and proper nouns? What are singular and plural nouns? How do I write an informational piece?</p>		<p><b>Vocabulary:</b> story map characters setting problem solution conclusion magic e</p>	<ol style="list-style-type: none"> <li>1. Students will find text that supports their choice for main idea.</li> <li>2. Students will find text that supports their idea of the author's purpose.</li> <li>3. Students will use a story map to show understanding of plot.</li> <li>4. Students will find text to explain their choice of real or fantasy.</li> <li>5. Students will decode and build words with the long vowels o, i, u and e.</li> <li>6. Students will use middle and final consonants to decode words.</li> <li>7. Students will decode words having and sh or wh.</li> <li>8. Students will use structural cues to build compound words.</li> <li>9. Students will use polite language when speaking.</li> <li>10. Students will follow and give oral directions.</li> <li>11. Students will use verbal and nonverbal communication to make introductions.</li> <li>12. Students will write sentences with verb and subject agreement.</li> <li>13. Students will listen to a big book and poem to identify the author's purpose, the plot and main idea and decide between fantasy and realism.</li> <li>14. Students reread for fluency.</li> </ol>	<p>Teacher observation of skills Written tests Worksheets Writing samples Daily written work</p>	<p>R.CM. 01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text. R.WS.01.10 W.GN.01.03 write an informational piece that addresses a focus question using: descriptive, enumerative and sequence patterns. W.GN.01.04 use a teacher-selected topic to write one research question, locate and begin to gather information from teacher-gathers sources, organize information and use s in the writing process to develop a project. R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective. W.GN.01.01 write a personal narrative using illustrations and transitional words to indicate sequence of events, sense of story, and physical features of characters. S.CN.01.01 use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships. S.CN.01.02 explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. S.CN.01.03 speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.</p>

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<b>March</b>	<p><u>Comprehension:</u> How can I use information about a character to generalize? How can I compare and contrast different parts of a story using a Venn Diagram? How can I identify both cause and effect? How can I take a position after reading?</p> <p><u>Spelling-phonics:</u> What are the sounds of the vowel pairs ee, ea, oa, ow, ai, and ay? How do I spell words with long vowel pairs?</p> <p><u>Writing-grammar:</u> How can I write more clearly using adjectives? How do I write a research report?</p>		<p>Vocabulary: vowel pairs describing words</p> <p>research facts details</p>	<ol style="list-style-type: none"> <li>1. Students will identify the clues they used to make predictions.</li> <li>2. Students will identify similarities and differences within a text.</li> <li>3. Students will rely on clue words that signal the sequence of events.</li> <li>4. Students will use vowel pairs ea, ai, ay, oa, and ow to decode and build words?</li> <li>5. Students will expand their oral vocabulary with describing words for size.</li> <li>6. Students will write clearly using adjectives.</li> <li>7. Students will write about a movie or a play.</li> <li>8. Students will write a description using adjectives to describe shape and color.</li> <li>9. Students will write facts that provide accurate information.</li> <li>10. Students will listen to a big book and poem to predict, compare and contrast and sequence.</li> <li>11. Students will reread for fluency.</li> </ol>	<p>Teacher observation of skills Written tests Worksheets Writing samples Daily written work</p>	<p>R.IT.01.01 identify and describe the basic form , features and purpose of a variety of informational genre including simple “how-to“ books, science and social studies magazines. R.IT.01.02 discuss informational text patterns including descriptive , sequential, and enumerative. R.IT.01.04 respond to individual and multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding. S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections. S.SD.01.04 plan and deliver presentations or reports using an informational, organizational pattern, appropriate text features, an appropriate prop while providing several facts and details to make their point while maintaining appropriate posture and eye contact. L.RP.01.01 Listen to or review and discuss a variety of genres.</p>

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<b>April</b>	<p><u>Comprehension:</u> How can I use story structure to summarize the story? What clues can I use to show the sequence of events in a story? How can I infer things from the text?</p> <p><u>Spelling-phonics:</u> what are the sounds of y? What are the sounds of the vowel pairs oo, ew, ue, and ou? How do I spell words with y, oo, ew, ue, and ou?</p> <p><u>Writing-grammar</u> How can I write a sentence using “I” and “me” correctly? How can I use verbs to show present and past tense?</p>		Vocabulary:	<ol style="list-style-type: none"> <li>1. Students will rely on clue words to identify cause and effect.</li> <li>2. Students will retell a story in their own words.</li> <li>3. Students will tell what happened in a story and why?</li> <li>4. Students will tell the clues they used to identify the sequence of events in a story.</li> <li>5. Students will build and decode words with igh, ie, ar, ly, ew, and ue.</li> <li>6. Students will name places.</li> <li>7. Students will use homonyms and comparative words in discussions.</li> <li>8. Students will listen to a big book and poem to identify cause and effect, the main idea and sequence.</li> <li>9. Students will use adjectives when they write.</li> <li>10. Students will reread for fluency.</li> </ol>	<p>Teacher observation of skills</p> <p>Written tests</p> <p>Worksheets</p> <p>Writing samples</p> <p>Daily written work</p>	<p>R.IT.01.01 Identify and describe a variety of informational genre including simple how-to books and science and social studies magazines.</p> <p>L.CN.01.01 understand, restate, and follow two-step directions.</p> <p>L.CN.01.02 ask appropriate questions for clarification and understanding during a presentation or report.</p> <p>L.CN.01.03 listen to view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group setting; listen to the comments of a peer and respond on topic adding connected idea. .</p> <p>L.CN.01.04 understand how the source of the message affects the receiver’s response.</p> <p>L.CN.01.05 begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.</p>

<b>Month</b>	<b>Essential Questions</b> <i>What are the fundamental, enduring questions that will guide study and instruction?</i>	<b>Content</b> <i>What is being covered and what is the important vocabulary? What do students need to know?</i> (Topics, Issues, works, problems, themes)		<b>Skills</b> <i>Use verbs to tell:</i> <i>What do students have to be able to do connected to the content?</i>	<b>Assessment</b> <i>Use nouns to describe:</i> <i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned about the Essential Questions?</i>	<b>Grade Level Content Expectations</b> <i>What benchmarks are met through this topic?</i> (Use the code/s that match the state standards.)
<b>May</b>	<p><u>Comprehension:</u> What are the topic, main idea and supporting details of a story? How can inferring help me predict what will happen next? How can I identify real life and make believe details in a story? How can asking questions while I read help me remember what I read?</p> <p><u>Spelling-phonics:</u> What are the sounds of control “r” ar and or? How do I add endings to base words that end in y? How spell words containing ar and or? How do I spell words with –ed, –es, and –ing endings?</p> <p><u>Writing-grammar</u> How can I write using subject verb agreement? What are contractions? How do I use the verbs is, are, was, and were?</p>		<b>Vocabulary:</b> main idea control “r” contractions	<ol style="list-style-type: none"> <li>1. Students will ask themselves: Can I hear character/narrator voices in my head? Can I see pictures in my head? Am I thinking about the text? Do I remember what I read? Can I answer questions about the text. Do I stop when I encounter a character or happening that I don’t recall being mentioned before? Do I reread for meaning?</li> <li>2. Students will identify the theme in a story form the minor themes.</li> <li>3. Students will explain if a conclusion makes sense.</li> <li>4. Students will recognize that events in a plot happen in sequential order.</li> <li>5. Students will build and decode words with or, er, ir, ur, -s, -es, -ed, -ing, ow, ou, -er, and –est.</li> <li>6. Students will sue direction words correctly when they speak.</li> <li>7. Students will sue suffixes un and re correctly when they speak.</li> <li>8. Students will identify their audience when they speak.</li> <li>9. Students will use or, er, ir, ur, -s, -es, -ed, -ing, ow, ou, oi, oy, -er, and –est correctly in their writing.</li> <li>10. Students will listen play and poem to identify the plot and theme and draw conclusions.</li> <li>11. Students will reread for fluency.</li> </ol>	<p>Teacher observation of skills Written tests Worksheets Writing samples Daily written work Running record</p>	<p>W.PS.01.01 develop personal style in oral, written and visual messages-narrative-natural language, specific action, emotion-informational – sequence, specific vocabulary, visual representation. R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements. R.FI.01.01 automatically recognize and fluently read identified grade-level frequency words encountered in or out of context. R.FL.01.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. R.FL.01.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</p>

<b>Month</b>	<b>Essential Questions</b> <i>What are the fundamental, enduring questions that will guide study and instruction?</i>	<b>Content</b> <i>What is being covered and what is the important vocabulary? What do students need to know?</i> (Topics, Issues, works, problems, themes)		<b>Skills</b> <i>Use verbs to tell: What do students have to be able to do connected to the content?</i>	<b>Assessment</b> <i>Use nouns to describe: What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned about the Essential Questions?</i>	<b>Grade Level Content Expectations</b> <i>What benchmarks are met through this topic?</i> (Use the code/s that match the state standards.)
<b>June</b>	<u>Comprehension:</u> <u>Spelling-phonics:</u> <u>Writing-grammar</u> How do I speak correctly? How do I speak effectively?		Vocabulary:	<ol style="list-style-type: none"> <li>1. Students will identify clues in a story that will help them determine how a character is feeling.</li> <li>2. Students will decode and build words with oi and oy.</li> <li>3. Students will speak with proper grammar.</li> <li>4. Students will listen to a poem to draw conclusions.</li> <li>5. Students will keep their audience in mind while they write.</li> <li>6. Students will reread for fluency.</li> </ol>	Teacher observation of skills Written tests Worksheets Writing samples Daily written work	S.DS. 01.03 responds to multiple text types by reflecting, making meaning, and making connections. S.SD. 01.04 plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop. L.RP.01.02 select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. L.RP.01.03 respond to multiple text types listening to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections. R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and /or show understanding.