

**Centerville-Abington Elementary Curriculum Mapping**  
**Language Arts – 1<sup>st</sup> Grade**  
**1<sup>st</sup> Nine Weeks**  
**Beth Schauss**

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
1 1.RL.2.1 1.RV.3.1 1.RL.2.1 1.RN.2.1 1.RN.2.2 1.RN.4.2 1.RF.2.3 1.RF.3.2 1.RF.3.5 1.RF.4.2 1.RF.4.4 1.RL.1 1.SL.2.1 1.SL.2.3 1.SL.2.4 1.SL.3.1 1.SL.1 1.SL.4.1 1.W.2.1 1.W.6.1a 1.W.6.2c 1.RV.1 1.RV.2.2 1.RV.3.1	<b>Selections</b> <b>Anchor Text</b> What Is a Pal? <b>Genre:</b> Informational Text <b>Paired Selection</b> Friends Forever <b>Genre:</b> Poetry <b>Decodable Reader</b> <b>Selections</b> Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan  <b>Text-based</b> <b>Comprehension</b> <b>Target Skill</b> Main Idea <b>Target Strategy</b> Summarize <b>Second Read Skill</b> <b>Genre:</b> Informational Text	<b>Phonemic Awareness</b> Beginning Sound Blend Phonemes  <b>Phonics</b> Short a Consonants n, d Consonants p, f  <b>Fluency</b> Accuracy: Word Recognition  <b>High-Frequency</b> Words and, be, help, play, with, you	<b>Selection</b> <b>Vocabulary</b> fun, pal, pet, what  <b>Oral Vocabulary</b> beautiful, excellent, invitation, miss, ruin, suddenly  <b>Domain-Specific</b> <b>Vocabulary</b> ally, relative, aid  <b>Vocabulary</b> <b>Strategies</b> Classify and Categorize Words	<b>Spelling Principle</b> Words with Short a  <b>Spelling Words</b> <b>Basic:</b> am, at, sat, man, dad, mat  <b>Grammar Skill</b> Nouns	<b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Labels  <b>Focus Trait</b> Ideas  <b>Write About</b> <b>Reading</b> Performance Task	Weekly 1.2-1.9

<p>2</p> <p>1.RL.1.1 1.RL.2.1 1.RV.3.1 1.RL.4.1</p> <p>1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.4.2 1.RF.4.6 1RF.5</p> <p>1.SL.2.3 1.SL.2.4 1.SL.3.2 1.SL.4.1 1.SL.4.2 1.SL.1</p> <p>1.W.6.1a 1.W.6.2c 1.RV.3.2 1.RV.3.1</p>	<p><b>Selections</b> <b>Anchor Text</b> The Storm <b>Genre:</b> Realistic Fiction Paired Selection Storms! <b>Genre:</b> Informational Text <b>Decodable Reader</b> <b>Selections</b> Can It Fit? I Ran Sid Pig Pam</p> <p><b>Text-based</b> <b>Copmprehension</b> <b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> <b>Genre:</b> Realistic Fiction</p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short <i>i</i> Consonants <i>r, h /z/s</i> Consonants <i>b, g</i> Phonogram –<i>it</i></p> <p><b>Fluency</b> Accuracy: Words Connected in Text</p> <p><b>High-Frequency Words</b> <i>for, have, he, look, too, what</i></p>	<p><b>Selection Vocabulary</b> <i>storm, Pop, come, wet, bed</i></p> <p><b>Oral Vocabulary</b> <i>bandits, brave, chattered, ears, steady, still</i></p> <p><b>Domain-Specific Vocabulary</b> <i>precipitation, thermometer, lightning</i></p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Words with Short <i>i</i></p> <p><b>Spelling Words</b> Basic: <i>if, is, him, rip, fit, pin</i></p> <p><b>Grammar Skill</b> Possessives</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Captions</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	<p>Weekly 2.2-2.8</p>
<p>3</p> <p>1RL.1.1 1RL.1.2.1 1.RL.3.1 1.RN.1</p> <p>1.RN.4.2</p> <p>1.RF.2.3 1.RF.3.2 1.RF.3.4</p>	<p><b>Selections</b> <b>Anchor Text</b> Curious George at School <b>Genre:</b> Fantasy <b>Paired Selection</b> School Long Ago <b>Genre:</b> Informational Text <b>Decodable Reader</b></p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short <i>o</i> Consonants <i>l, x</i></p> <p><b>Fluency</b>-inflecton Phrasing: Punctuation</p> <p><b>High-Frequency Words</b></p>	<p><b>Selection Vocabulary</b> <i>curious, school, this, George, kids, mess, paints, job</i></p> <p><b>Oral Vocabulary</b> <i>apart, crept, proud, sneaked, snout, worried</i></p> <p><b>Domain-Specific Vocabulary</b></p>	<p><b>Spelling Principle</b> Words with Short <i>o</i></p> <p><b>Spelling Words</b> Basic: <i>log, dot, top, hot, lot, ox</i></p> <p><b>Grammar Skill</b> Action Verbs • Present Tense</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Sentences</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b></p>	<p>Weekly 3.9-3.15</p>

<p>1.RF.4.2 1.RF.4.6 1.RF.5</p> <p>1.SL.3.1 1.SL.4.1 1.SL.4.2</p> <p>1.W.6.1a 1.W.6.16 1.W.6.2b 1.W.6.2c 1.RV.2.1 1.RV.3.1</p>	<p><b>Selections</b> Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?</p> <p><b>Text-based Comprehension</b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Monitor/Clarify <b>Second Read Skill</b> Author's Word Choice</p>	<p><i>do, find, funny, sing, no, they</i></p>	<p><i>mascot, educator, principal</i></p> <p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p>		<p>Performance Task</p>	
<p>4 1.RL.2.1</p> <p>1.RN.1 1.RV.3.2 1.RN.3.1 1.RN.4.2</p> <p>1.RF.3.2 1.RF.3.4 1.RF.4.2 1.RF.5</p> <p>1.W.3.3 1.W.4</p> <p>1.SL.4.1 1.SL.4.2 1.SL.1</p> <p>1.W.6.16 1.W.6.1c</p>	<p><b>Selections</b> <b>Anchor Text</b> Lucia's Neighborhood <b>Genre:</b> Informational Text <b>Paired Selection</b> City Mouse and Country Mouse <b>Genre:</b> Fable <b>Decodable Reader Selections</b> Pals Ned Ken and Vic My Pets</p> <p><b>Text-based Comprehension</b> <b>Target Skill</b> Text and Graphic</p>	<p><b>Phonemic Awareness</b> Beginning Sound Blend Phonemes</p> <p><b>Phonics</b> Short e Consonants y, w Consonants k, v,</p> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>all, does, here, me, my, who</i></p>	<p><b>Selection Vocabulary</b> <i>Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street</i></p> <p><b>Oral Vocabulary</b> <i>canvas, combinations, ease, important, rhythm, row</i></p> <p><b>Domain-Specific Vocabulary</b> <i>urban, citizen, services</i></p> <p><b>Vocabulary Strategies</b> Alphabetical Order</p>	<p><b>Spelling Principle</b> Words with Short e</p> <p><b>Spelling Words</b> Basic: <i>yet, web, pen, wet, leg, Hen</i></p> <p><b>Grammar Skill</b> Adjectives • Size and Shape</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Class Story</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media</b> Literacy Skills Using Text Features</p>	<p>Weekly 4.2-4.8</p>

<p>1.W.6.2c 1.RV.3.1</p>	<p>Features <b>Target Strategy</b> Question <b>Second Read Skill</b> Author's Word Choice</p>					
<p>5 1.RL.1 1.RL.2.1 1.RL.2.3 1.RL.3.1 1.RL.4.1  1.RN.3.1 1.RN.4.2  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.4.2 1.RF.5  1.W.3.3 1.W.4 1.W.5  1.SL.4.2  1.W.6.1c 1.W.6.2c 1.RV.2.1 1.RV.3.1</p>	<p><b>Selections</b> <b>Anchor Text</b> Gus Takes the Train <b>Genre:</b> Fantasy <b>Paired Selection</b> City Zoo <b>Genre:</b> Informational Text <b>Decodable Reader</b> <b>Selections</b> Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud  <b>Text-based</b> <b>Comprehension</b> <b>Target Skill</b> Story Structure <b>Target Strategy</b> Analyze/Evaluate <b>Second Read Skill</b> <b>Genre:</b> Fantasy</p>	<p><b>Phonemic Awareness</b> Final Sound Segment Phonemes  <b>Phonics</b> Short <i>u</i> Consonants <i>qu, z</i>  <b>Fluency</b> Accuracy: Self-Correct  <b>High-Frequency Words</b> <i>friend, full, good, hold,</i> <i>many, pull</i></p>	<p><b>Selection</b> <b>Vocabulary</b> <i>takes, conductor,</i> <i>train, window</i>  <b>Oral Vocabulary</b> <i>alleys, dash, ferry,</i> <i>space, subways,</i> <i>sealed</i>  <b>Domain-Specific</b> <b>Vocabulary</b> <i>habitat, diet,</i> <i>conservation</i>  <b>Vocabulary</b> <b>Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Words with Short <i>u</i>  <b>Spelling Words</b> Basic: <i>up, bug, mud,</i> <i>nut, hug,</i> <i>Tub</i>  <b>Grammar Skill</b> Adjectives • Color and Number</p>	<p><b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Class Story  <b>Focus Trait</b> Ideas  <b>Write About</b> <b>Reading</b>  <b>Performance Task</b> Research/Media Literacy Skills Class Report</p>	<p>Weekly 5.2-5.7  Unit Test 1</p>

<p><b>6</b></p> <p>1.RL.1 1.RL.2.1 1.RV.3.1 1.RL.4.1</p> <p>1.RN.4.2</p> <p>1.RF.2.3 1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.4.1 1.RF.4.4 1.RF.5</p> <p>1.W.3.2 1.W.4</p> <p>1.SL.1 1.SL.2.4 1.SL.2.5 1.SL.3.1</p> <p>1.W.6.1c 1.W.6.2c 1.RV.1 1.RV.2.1 1.RV.3.1</p>	<p><b>Selections</b></p> <p><b>Anchor Text</b> Jack and the Wolf</p> <p><b>Genre:</b> Fable</p> <p><b>Paired Selection</b> The Three Little Pigs</p> <p><b>Genre:</b> Fairy Tale</p> <p><b>Decodable Reader Selections</b> Ann Packs Tess and Jack A Duck in Mud Ducks Quack</p> <p><b>Text-based Comprehension Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Story Message</p>	<p><b>Phonemic Awareness</b> Final Sound Segment Phonemes</p> <p><b>Phonics</b> Review Short <i>a</i> Double Final Consonants and <i>ck</i> Phonogram <i>-ack</i></p> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>away, call, come, every, hear, said</i></p>	<p><b>Selection Vocabulary</b> <i>sheep, trick, wolf, once upon a time</i></p> <p><b>Oral Vocabulary</b> <i>clang, fault, figure, jumbled, plenty, tossed</i></p> <p><b>Domain-Specific Vocabulary</b> <i>moral, consequence, tradition</i></p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Words with Short <i>a</i></p> <p><b>Spelling Words</b> Basic: <i>an, bad, can, had, cat, ran</i> Challenge: <i>add, pass</i></p> <p><b>Grammar Skill</b> Complete Sentences</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Sentences That Describe</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	<p>Weekly 6.2-6.7</p>
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<p>7 1.RN.1 1.RN.2.2 1.RN.2.3 1.RN.3.5 1.RN.31 1.RN.4.2  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF..5  1.W.3.2  1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1 1.SL.3.2 1.SL.4.1 1.SL.1  1.W.2.1 1.W.6.1a 1.W.6.2b</p>	<p><b><u>Selections</u></b> <b>Anchor Text</b> How Animals Communicate <b>Genre:</b> Informational Text <b>Paired Selection</b> Insect Messages <b>Genre:</b> Informational Text <b>Decodable Reader</b> <b>Selections</b> Brad and Cris What Did Dad Get? Crabs The Big Job  <b><u>Text-based</u></b> <b><u>Comprehension</u></b> <b>Target Skill</b> Main Idea and Details <b>Target Strategy</b> Infer/Predict <b>Second Read Skill</b> Text and Graphic Features</p>	<p><b><u>Phonemic Awareness</u></b> Segment Phonemes Blend Phonemes  <b><u>Phonics</u></b> Review Short <i>i</i> Clusters with <i>r</i> Phonogram <i>-ip</i>  <b><u>Fluency</u></b> Rate  <b><u>High-Frequency Words</u></b> <i>animal, how, make, of,</i> <i>some, why</i></p>	<p><b><u>Selection</u></b> <b><u>Vocabulary</u></b> <i>baby, bees, bird,</i> <i>dance, down,</i> <i>elephants, food,</i> <i>smell</i>  <b><u>Oral Vocabulary</u></b> <i>agreement, crowd,</i> <i>discussed, warn,</i> <i>creek, bills</i>  <b><u>Domain-Specific</u></b> <b><u>Vocabulary</u></b> <i>behavior, instinct,</i> <i>senses</i>  <b><u>Vocabulary</u></b> <b><u>Strategies</u></b> Using a Glossary</p>	<p><b><u>Spelling Principle</u></b> Words with Short <i>i</i>  <b><u>Spelling Words</u></b> Basic: <i>in, will, did, sit,</i> <i>six, big</i> Challenge: <i>trip, grin</i>  <b><u>Grammar Skill</u></b> Commas in a Series</p>	<p><b><u>Writing Mode</u></b> Informative Writing  <b><u>Writing Form</u></b> Poetry  <b><u>Focus Trait</u></b> Word Choice  <b><u>Write About</u></b> <b><u>Reading</u></b> Performance Task</p>	<p>Weekly 7.2-7.8</p>
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# Language Arts –1<sup>st</sup> Grade

2nd Nine Weeks

Beth Schauss

<p>8</p> <p>1.RL.1 1.RL.2.1 1.RL.3.1 1.RL.3.2 1.RL.4.1</p> <p>1.RN.3.1 1.RV..1 1.RN.4.2</p> <p>1.RF.2.3 1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.2.3</p> <p>1.W.3.2 1.W.5</p> <p>1.SL.1 1.SL.2.3 1.SL.3.1</p> <p>1.W.2.1 1.W.6.1e 1.W.6.1a 1.SL.2.5</p>	<p><b><u>Selections</u></b> <b>Anchor Text</b> A Musical Day</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Drums</p> <p><b>Genre:</b> Informational Text</p> <p><b>Decodable Reader Selections</b> Our Flag The Plan Our Sled Club The Pet Club</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Narrator</p>	<p><b>Phonemic Awareness</b> Segment Phonemes Middle Sound</p> <p><b>Phonics</b> Review Short o Clusters with l Phonogram –ock</p> <p><b>Fluency</b> Phrasing: Natural Pauses</p> <p><b>High-Frequency Words</b> her, now, our, she, today, would</p>	<p><b><u>Selection Vocabulary</u></b> aunt, band, guitars, music</p> <p><b><u>Oral Vocabulary</u></b> crisp, edges, faraway, peeked, smudge, village</p> <p><b><u>Domain-Specific Vocabulary</u></b> percussion, composer, rehearse</p> <p><b><u>Vocabulary Strategies</u></b> Define Words</p>	<p><b><u>Spelling Principle</u></b> Words with Short o</p> <p><b><u>Spelling Words</u></b> Basic: on, got, fox, pop, not, hop Challenge: block, clock</p> <p><b><u>Grammar Skill</u></b> Statements</p>	<p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b> Thank-You Note</p> <p><b><u>Focus Trait</u></b> Word Choice</p> <p><b><u>Write About Reading</u></b> Performance Task</p> <p><b><u>Research/Media</u></b> Literacy Skills How to Make a Musical Instrument</p>	<p>Weekly 8.7-8.12</p>
<p>9</p> <p>1.RN.1 1.RN.3.1 1.RV.1 1.RN.4.2</p>	<p><b><u>Selections</u></b> <b>Anchor Text</b> Dr. Seuss</p> <p><b>Genre:</b> Biography</p>	<p><b>Phonemic Awareness</b> Segment Phonemes Middle Sound</p>	<p><b><u>Selection Vocabulary</u></b> <i>books, Dr., hit, rhymes, wrote</i></p> <p><b><u>Oral Vocabulary</u></b></p>	<p><b><u>Spelling Principle</u></b> Words with Short e</p> <p><b><u>Spelling Words</u></b> Basic: <i>yes, let, red, ten,</i></p>	<p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b></p>	<p>Weekly 9.2-9.7</p>

<p>1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.5  1.W.3.2  1.SL.1 1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1 1.SL.4.1  1.W.6.1a 1.W.6.2c 1.W.6.2c 1.RV.2.1</p>	<p><b>Paired Selection</b> Two Poems from Dr. Seuss <b>Genre:</b> Poetry <b>Decodable Reader Selections</b> Step Up! Splat! Splat! Nuts for Ben and Jen Miss Tess Was Still  <b>Text-based Comprehension Target Skill</b> Text and Graphic Features <b>Target Strategy</b> Question <b>Second Read Skill</b> <b>Genre:</b> Biography</p>	<p><b>Phonics</b> Review Short e Blends with s  <b>Fluency</b> Accuracy: Word Recognition  <b>High-Frequency Words</b> <i>after, draw, pictures, read, was, write</i></p>	<p><i>trip, yanking, twice, awake, wonder, try</i>  <b>Domain-Specific Vocabulary</b> <i>literature, verse, paragraph</i>  <b>Vocabulary Strategies</b> Antonyms</p>	<p><i>bed, get</i> Challenge: <i>sled, step</i>  <b>Grammar Skill</b> Singular and Plural Nouns</p>	<p>Description <b>Focus Trait</b> Ideas <b>Write About Reading</b> Performance Task  <b>Research/Media Literacy Skills</b> Ask and Answer Questions Using Information from Media</p>	
<p>10 1.RL.1 1.RL.2.3 1.RV.3.1 1.RL.4.1 1RN.1  1.RN.4.2  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.5   1.W.3.1 1.W.3.2  1.SL.2.3  1.W.6.1</p>	<p><b>Selections</b> <b>Anchor Text</b> A Cupcake Party <b>Genre:</b> Fantasy <b>Paired Selection</b> Happy Times <b>Genre:</b> Poetry <b>Decodable Reader Selections</b> Who Likes to Jump? The Lost Cat Flint and Scamp The List  <b>Text-based Comprehension Target Skill</b> Story Structure <b>Target Strategy</b> Visualize <b>Second Read Skill</b> Dialogue</p>	<p><b>Phonemic Awareness</b> Segment Phonemes Middle Sound  <b>Phonics</b> Review Short u Final Blends Phonogram –ump  <b>Fluency</b> Stress  <b>High-Frequency Words</b> <i>eat, give, one, put, small, take</i></p>	<p><b>Selection Vocabulary</b> <i>baked, cupcakes, party, tree</i>  <b>Oral Vocabulary</b> <i>enemies, forest, hibernate, must, pouches, predators</i>  <b>Domain-Specific Vocabulary</b> <i>emotion, esteem, zeal</i>  <b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Words with Short u  <b>Spelling Words</b> Basic: <i>us, sun, but, fun, bus, run</i> Challenge: <i>jump, must</i>  <b>Grammar Skill</b> Using <i>a, an, and the</i></p>	<p><b>Writing Mode</b> Informative Writing  <b>Writing Form</b> Description  <b>Focus Trait</b> Organization  <b>Write About Reading</b> Performance Task</p>	<p>Weekly 10.2-10.7  Unit Test 2</p>



1.W.6.2b 1.RV.3.1						
11 1.RN.1 1.RN.2.1 1.RN.2.3 1.RN.3.1 1.RN.4.1 1.RN.4.2  1.RF.3.2 1.RF.3.5 1.RF.4.1 1.RF.5  1.W.3.1 1.W.5  1.SL.1 1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.4.1 1.SL.4.2  1.W.2.1 1.W.6.1a 1.W.5.2a 1.RV.2.2	<p><b>Selections</b> <b>Anchor Text</b> At Home in the Ocean</p> <p><b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Water</p> <p><b>Genre:</b> Informational Text</p> <p><b>Decodable Reader</b> <b>Selections</b> Seth and Beth Zeb Yak</p> <p>The Duck Nest</p> <p><b>Text-based Comprehension</b> <b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Details</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Digraph <i>th</i> Base Words and <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i> Endings</p> <p><b>Fluency</b> Phrasing Punctuation</p> <p><b>High-Frequency Words</b> <i>blue, cold, far, little, live, their, water, where</i></p>	<p><b>Selection Vocabulary</b> <i>biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales</i></p> <p><b>Oral Vocabulary</b> <i>companions, exchange, gracefully, portions, practice, strict</i></p> <p><b>Domain-Specific Vocabulary</b> <i>arctic, current, tidal</i></p> <p><b>Vocabulary Strategies</b> Classify and Categorize Color Words</p>	<p><b>Spelling Principle</b> Words with <i>th</i></p> <p><b>Spelling Words</b> Basic: <i>that, then, this, them, with, bath</i> Challenge: <i>thick, tenth</i></p> <p><b>Grammar Skill</b> Proper Nouns</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Sentences That Inform (adverbs)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Facts About an Ocean Animal and Its Habitat</p>	Weekly 11.2-11.8
12 1.RL.1 1.RL.2.1  1.RN.3.1 1.RN.4.2  1.RF.3.2 1.RF.3.4	<p><b>Selections</b> <b>Anchor Text</b> How Leopard Got His Spots</p> <p><b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> The Rain Forest</p> <p><b>Genre:</b></p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes Substitute Initial Phonemes</p> <p><b>Phonics</b> Digraphs <i>ch, tch</i></p>	<p><b>Selection Vocabulary</b> <i>danced, flowers, giraffe, hyena, leopard, paint, zebra</i></p> <p><b>Oral Vocabulary</b> <i>adventure, frisky, shivered, spied, tumbled, view</i></p>	<p><b>Spelling Principle</b> Words with <i>ch, tch</i></p> <p><b>Spelling Words</b> Basic: <i>chin, chop, much, chip, rich, chick</i> Challenge: <i>match, pitch</i></p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Instructions</p> <p><b>Focus Trait</b> Sentence Fluency</p>	Weekly 12.2-12.7

<p>1.RF.3.5 1.RF.4.1 1.RF.4.4 1.RF.5  1.W.3.2  1.SL.2.4 1.SL.4.1  1.W.2.1 1.W.6.1 1.W.6.1e 1.W.6.2c 1.RV.2.1 1.SL.2.5</p>	<p>Informational Text <b>Decodable Reader Selections</b> Scratch, Chomp Rich Gets a Dog Champs Kits, Chicks, and Pups  <b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Question <b>Second Read Skill</b> Story Lesson</p>	<p>Possessives with 's Phonogram –atch  <b><u>Fluency</u></b> Rate  <b><u>High-Frequency Words</u></b> <i>been, brown, know, never, off, out, own, very</i></p>	<p><b><u>Domain-Specific Vocabulary</u></b> <i>predator, primate, jungle</i> Vocabulary Strategies Homophones</p>	<p><b><u>Grammar Skill</u></b> Commands</p>	<p><b><u>Write About Reading</u></b> Performance Task</p>	
<p>13 1.RN.1 1.RN.2.3 1.RV.3.2 1.RN.3.1 1.RN.4.2  1.RF.3.2 1.RF.3.5 1.RF.4.1 1.RF.5  1.W.3.1 1.W.3.2 1.W.5  1.SL.1 1.SL.2.3 1.SL.3.1 1.SL.3.2 1.SL.4.1</p>	<p><b><u>Selections</u></b> <b>Anchor Text</b> Seasons <b>Genre:</b> Informational Text <b>Paired Selection</b> Four Seasons for Animals <b>Genre:</b> Informational Text <b>Decodable Reader Selections</b> Phil's New Bat In a Rush Ralph Goes to Camp Trish's Gift  <b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Cause and Effect <b>Target Strategy</b> Visualize <b>Second Read Skill</b> Sound Words</p>	<p><b><u>Phonemic Awareness</u></b> Blend and Segment Phonemes  <b><u>Phonics</u></b> Digraphs <i>sh, wh, ph</i> Contractions with 's, n't  <b><u>Fluency</u></b> Accuracy: Word Recognition  <b><u>High-Frequency Words</u></b> <i>down, fall, goes, green, grow, new, open, yellow</i></p>	<p><b><u>Selection Vocabulary</u></b> <i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i>  <b><u>Oral Vocabulary</u></b> <i>bouquet, burst, glows, plow, shrivel, vines</i>  <b><u>Domain-Specific Vocabulary</u></b> <i>weather, cycle, sunlight</i>  <b><u>Vocabulary Strategies</u></b> Word Endings <i>-ed, -ing, or -s</i></p>	<p><b><u>Spelling Principle</u></b> Words with <i>sh, wh, ph</i>  <b><u>Spelling Words</u></b> Basic: <i>ship, shop, which, when, whip, fish</i> Challenge: <i>shell, graph</i>  <b><u>Grammar Skill</u></b> Subjects and Verbs • Subject-Verb Agreement</p>	<p><b><u>Writing Mode</u></b> Informative Writing  <b><u>Writing Form</u></b> Sentences That Inform  <b><u>Focus Trait</u></b> Ideas  <b><u>Write About Reading</u></b> Performance Task</p>	<p>Weekly 13.7-13.13</p>

1.RV.2.4 1.W.6.1a 1.W.6.1e						
14 1.RL.1 1.RL.3.1 1.RN.3.1 1.RN.4.2 1.RF. 4.1 1.RF.3.4 1.RF.3.5 1.RF.4.3 1.RF.5 1.W.3.2 1.W.5  1.SL.1 1.SL.2.3 1.SL.2.5 1.SL.3.1 1.SL.4.1	<p><b>Selections</b> <b>Anchor Text</b> The Big Race <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Rules and Laws <b>Genre:</b></p> <p>Informational Text</p> <p><b>Decodable Reader Selections</b> Tate’s Cakes Dave and the Whales</p> <p>A Safe Lodge The Race</p> <p><b>Text-based Comprehension Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Cause and Effect</p>	<p><b>Phonemic Awareness</b> Middle Sound Substitute Medial Phonemes</p> <p><b>Phonics</b> Long <i>a</i> (CVCe) Phonogram –ake Soft <i>c, g, dge</i> Phonogram –ace</p> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>four, five, into, over, starts, three, two, watch</i></p>	<p><b>Selection Vocabulary</b> <i>cottontail, hay, hooray, lizard, race, roadrunner</i></p> <p><b>Oral Vocabulary</b> <i>cactus, habitat, mainly, search, stems, howl</i></p> <p><b>Domain-Specific Vocabulary</b> <i>legal, rule, duty</i></p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Words with Long <i>a</i></p> <p><b>Spelling Words</b> Basic: <i>came, make, brave, late, gave, shape</i> Challenge: <i>waves, chases</i></p> <p><b>Grammar Skill</b> Verbs and Time • Present and Past Tense</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Report</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	Weekly 14.2-14.7

**Centerville-Abington Elementary Curriculum Mapping**  
**Language Arts – 1st Grade**  
**3rd Nine Weeks**  
**Beth Schauss**

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
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<p>15</p> <p>1.RN.1 1.RN.2.3 1.RV.3.2 1.RN.3.1 1.RN.4.2</p> <p>1.RF.3.2 1.RF.3.4 1.RF.4.1 1.RF.4.3 1.RF.5</p> <p>1.W.3.2 1.W.4</p> <p>1.SL.1 1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1</p> <p>1.W.6.1 1.W.6.2c 1.RV.2.4</p>	<p><b>Selections</b> <b>Anchor Text</b> Animal Groups <b>Genre:</b> Informational Text <b>Paired Selection</b> Animal Picnic <b>Genre:</b> Play <b>Decodable Reader</b> <b>Selections</b> Mike’s Bike The Nest The Nice Vet Kite Time</p> <p><b>Text-based Comprehension</b> <b>Target Skill</b> Compare and Contrast <b>Target Strategy</b> Monitor/Clarify <b>Second Read Skill</b> Text and Graphic Features</p>	<p><b>Phonemic Awareness</b> Middle Sound Substitute Medial Phonemes</p> <p><b>Phonics</b> Long <i>i</i> (CVCe) Digraphs <i>kn, wr, gn, mb</i></p> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>bird, both, eyes, fly, long, or, those, walk</i></p>	<p><b>Selection Vocabulary</b> <i>amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</i></p> <p><b>Oral Vocabulary</b> <i>alert, directions, scale, sensitive, swivel, threatened</i></p> <p><b>Domain-Specific Vocabulary</b> <i>trait, adapt, survive</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-er, -est</i></p>	<p><b>Spelling Principle</b> Words with Long <i>i</i></p> <p><b>Spelling Words</b> Basic: <i>time, like, kite, bike, white, drive</i> Challenge: <i>stripe, mice</i></p> <p><b>Grammar Skill</b> The Verb <i>be</i></p> <ul style="list-style-type: none"> <li>Using <i>is, are, was</i> and <i>were</i></li> </ul>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Report</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Ask and Answer Questions Using Information from Media</p>	<p>Weekly 15.2-15.8</p> <p>Unit Test 3</p>
<p>16</p> <p>1.RN.1 1.RN.2.2 1.RN.3.1 1.RN.4.1 1.RN.4.2</p> <p>1.RF.2.3 1.RF.4.1 1.RF.3.4 1.RF.4.3 1.RF.5</p> <p>1SL.1 1.SL.2.3</p>	<p><b>Selections</b> <b>Anchor Text</b> Let’s Go to the Moon! <b>Genre:</b> Informational Text <b>Paired Selection</b> Mae Jemison <b>Genre:</b> Biography <b>Decodable Reader</b> <b>Selections</b> Go, Jones! So Much Fun June’s Pictures My Mule, Duke</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes: Medial Substitute Phonemes: Final Distinguish Vowel Sounds</p> <p><b>Phonics</b> Long <i>o</i> (CV, CVCe) Long <i>u</i> (CVCe)</p>	<p><b>Selection Vocabulary</b> <i>crater, footprints, gravity, lunar, rocket, rover</i></p> <p><b>Oral Vocabulary</b> <i>atmosphere, decision, landscape, miniature, surface, vast</i></p> <p><b>Domain-Specific Vocabulary</b> <i>star, orbit, planet</i></p> <p><b>Vocabulary Strategies</b></p>	<p><b>Spelling Principle</b> Words with Long <i>o</i></p> <p><b>Spelling Words</b> Basic: <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i> Challenge: <i>chose, wrote</i></p> <p><b>Grammar Skill</b> Questions</p> <ul style="list-style-type: none"> <li>What Is a Question?</li> <li>Writing Questions</li> </ul>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Sentences About Yourself (main idea)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	<p>Weekly 16.2-16.8</p>

<p>1.SL.2.5 1.SL.4.1</p> <p>1.W.6.1e 1.W.2.1 1.W.6.2a 1.W.6.2b 1.W.6.2c 1.RV.2.4</p>	<p><b><u>Text-based Comprehension</u></b></p> <p><b>Target Skill</b> Main Idea and Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b><u>Fluency</u></b> Stress</p> <p><b><u>High-Frequency Words</u></b> <i>around, because, before, bring, carry, light, show, think</i></p>	<p>Suffixes -y, -ful</p>		<p><b><u>Research/Media Literacy Skills</u></b> Using Text Features</p>	
<p>17</p> <p>1.RL.1 1.RL.3.2 1.RL.4.2</p> <p>RI.1.5 RI.1.9</p> <p>1.RF.4.1 1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.4.3 1.RF.4.6 1RF.4.4 1.RF.5</p> <p>1.W.4</p> <p>1.SL. 1 1.SL 2.3 1.SL.2.5 1.SL.3.2 1.SL.4.1 1.SL.4.2</p> <p>1.W.6.1e</p>	<p><b><u>Selections</u></b></p> <p><b>Anchor Text</b> The Big Trip</p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Lewis and Clark's Big Trip</p> <p><b>Genre:</b> Informational Text</p> <p><b>Decodable Reader</b></p> <p><b>Selections</b> At the Beach Who Will Teach Us? Plunk, Plunk The King's Song</p> <p><b><u>Text-based Comprehension</u></b></p> <p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Dialogue</p>	<p><b><u>Phonemic Awareness</u></b> Substitute Phonemes: Medial Substitute Phonemes: Final Phonemes: Blend Phonemes Identify Final Phonemes</p> <p><b><u>Phonics</u></b> Long e (CV, CVCe) Vowel Pairs ee, ea Final ng, nk Phonogram -ink</p> <p><b><u>Fluency</u></b> Phrasing: Attention to Punctuation (Question Mark)</p> <p><b><u>High-Frequency Words</u></b> <i>about, by, car, could, don't, maybe, sure,</i></p>	<p><b><u>Selection Vocabulary</u></b> <i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i></p> <p><b><u>Oral Vocabulary</u></b> <i>complain, delighted, horizon, lonely, pleaded, shelter</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>railroad, pilot, motion</i></p> <p><b><u>Vocabulary Strategies</u></b> Define Words</p>	<p><b><u>Spelling Principle</u></b> Words with Long e</p> <p><b><u>Spelling Words</u></b> Basic: <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i> Challenge: <i>street, please</i></p> <p><b><u>Grammar Skill</u></b> Compound Sentences • Produce and Expand Compound Sentences</p>	<p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Sentences About Yourself (details)</p> <p><b><u>Focus Trait</u></b> Ideas</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	<p>Weekly 17.2-17.8</p>

1.RV.2.4 1.SL. 2.5 1.RV.1		<i>there</i>				
18 1.RV.3.1  1.RN.1 1.RN.3.1 1.RN.4.1 1.RN.4.2  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.5  1.W.3.1  1.SL.2.3 1.SL.2.5 1.SL.3.1 1.SL.4.1 1.SL.4.5 1.SL.1          1.W.2.1 1.W.6.1a 1.W.6.2a 1.W.6.2b 1.W.6.2c 1.RV2.1	<p><b><u>Selections</u></b> <b>Anchor Text</b> Where Does Food Come From?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Jack and the Beanstalk Genre: Fairy Tale</p> <p><b>Decodable Reader Selections</b> Ray Trains Dex Sweet Treats</p> <p>What Will We Do? Let's Eat</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Conclusions</p>	<p><b><u>Phonemic Awareness</u></b> Substitute Phonemes: Medial Substitute Phonemes: Final</p> <p><b><u>Phonics</u></b> Vowel Pairs <i>ai, ay</i> Contractions 'll, 'd Phonograms <i>-ay, -ain</i></p> <p><b><u>Fluency</u></b> Expression</p> <p><b><u>High-Frequency Words</u></b> <i>first, food, ground, right, sometimes, these, under, your</i></p>	<p><b><u>Selection Vocabulary</u></b> <i>chocolate, favorite, paddies, vegetables</i></p> <p><b><u>Oral Vocabulary</u></b> <i>disappointed, eagerly, fancy, scampered, slippery, spotted</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>crop, livestock, orchard</i> Vocabulary Strategies Multiple-Meaning Words</p>	<p><b><u>Spelling Principle</u></b> Vowel Pairs <i>ai, ay</i></p> <p><b><u>Spelling Words</u></b> Basic: <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i> Challenge: <i>paint, spray</i></p> <p><b><u>Grammar Skill</u></b> Names of Months, Days, and Holidays • Commas in Dates</p>	<p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Friendly Letter</p> <p><b><u>Focus Trait</u></b> Sentence Fluency</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	Weekly 18.8-18.14
19 1.RV.3.1  1.RN.1	<p><b><u>Selections</u></b> <b>Anchor Text</b> Tomás Rivera</p> <p><b>Genre:</b> Biography</p>	<p><b><u>Phonemic Awareness</u></b> Substitute Phonemes:</p>	<p><b><u>Selection Vocabulary</u></b> <i>Tomás Rivera, Texas, born, library, people, stories, family,</i></p>	<p><b><u>Spelling Principle</u></b> Vowel Pairs <i>oa, ow</i></p> <p><b><u>Spelling Words:</u></b></p>	<p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b></p>	Weekly 19.2-19.8

<p>1.RN.2.2 1.RN.2.3 1.RV.3.2 1.RN.3.1 1.RN.4.2  1.RF.2.3 1.RF.3.2 1.RF.3.5 1.RF.5  1.W.3.1 1.W.3.3 1.W.1.5 1.W.1.5  1SL.2.3 1.SL.2.5 1.SL.1  1.W.6.1b 1.RV.3.1</p>	<p><b>Paired Selection</b> Life Then and Now <b>Genre:</b> Informational Text <b>Decodable Reader Selections</b> It Was Snow Fun Boat Rides Fun with Gram Rex Knows  <b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Monitor/Clarify <b>Second Read Skill</b> Using Context</p>	<p>Medial Distinguish Vowel Sounds Combine, Segment Syllables  <b>Phonics</b> Vowel Pairs <i>oa, ow</i> Contractions <i>'ve, 're</i> Phonograms <i>-ow, -oat</i>  <b>Fluency</b> Intonation  <b>High-Frequency Words</b> <i>done, great, laugh, paper, soon, talk, were, work</i></p>	<p><i>teacher</i> <b>Oral Vocabulary</b> <i>author, exactly, incomplete, permission, signature, welcomed</i>  <b>Domain-Specific Vocabulary</b> <i>invention, artifact, country</i>  <b>Vocabulary Strategies</b> Synonyms</p>	<p>Basic: <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i> Challenge: <i>flown, toast</i>  <b>Grammar Skill</b> Future Tense • Future Tense Using <i>will</i> • Future Tense Using <i>going to</i></p>	<p>Personal Narrative Focus Trait Organization  <b>Write About Reading</b> Performance Task  Research/Media <u>Literacy Skills</u> Report About a Famous American</p>	
<p>20 1RL.1 1.RL.2.1 1.RV.3.1 1.RN.1 1.RN.4.2 1.RF.3.2 1.RF.4.5 1.W.3.3 1.W.4  1.SL.2.3 1.SL2.5 1.SL.3.1 1.SL.3.2</p>	<p><b>Selections</b> <b>Anchor Text</b> Little Rabbit's Tale <b>Genre:</b> Folktale <b>Paired Selection</b> Silly Poems <b>Genre:</b> Poetry <b>Decodable Reader Selections</b> Bedtime for Ray Pancake Ran A Springtime Rain Rosebud  <b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Cause and Effect <b>Target Strategy</b></p>	<p><b>Phonemic Awareness</b> Combine, Segment Syllables Recognize Syllables Identify Phonemes: Medial  <b>Phonics</b> Compound Words Short Vowel /e/ea  <b>Fluency</b> Rate  <b>High-Frequency Words</b> <i>door, more, mother,</i></p>	<p><b>Selection Vocabulary</b> <i>apple, Beaver, Goose, happily ever after, oh, says, sky, told</i>  <b>Oral Vocabulary</b> <i>calf, flooded, meadow, rippled, swarm, wade</i>  <b>Domain-Specific Vocabulary</b> <i>respect, opinion, kindness</i>  <b>Vocabulary Strategies</b> Compound Words</p>	<p><b>Spelling Principle:</b> Compound Words  <b>Spelling Words:</b> Basic: <i>bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself</i> Challenge: <i>rowboat, homemade</i>  <b>Grammar Skill</b> Prepositions and Prepositional Phrases</p>	<p><b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Personal Narrative  <b>Focus Trait</b> Word Choice  <b>Write About Reading</b> Performance Task</p>	<p>Weekly 20.2-20.8  Unit Test 4</p>

1.SL.4.1 1.SL.1  1.W.6.1d 1.W.6.16 1.RV.2.1	Infer/Predict <b>Second Read Skill</b> Story Lesson	<i>old, try, use, want, wash</i>		<ul style="list-style-type: none"> <li>• Prepositional Phrases for <i>where</i></li> <li>• Prepositional Phrases for <i>when</i></li> </ul>		
21 1.RL.1 1.RL.2.3 1.RL.4.1 1.RN.1  1.RN.3.1 1.RN.4.2 1.RN.1  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.5  1.W.3.3  1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1 1.SL.4.1 1.SL.1  1.W.6.1e 1.RV.2.4 1.RV.1	<b>Selections</b> <b>Anchor Text</b> The Garden <b>Genre:</b> Fantasy <b>Paired Selection</b> Garden Good Guys <b>Genre:</b> Informational Text <b>Decodable Reader</b> <b>Selections</b> Mark Shark Clark's Part At the Shore More Fun for Jake  <b>Target Skill</b> Story Structure <b>Target Strategy</b> Analyze/Evaluate <b>Second Read Skill</b> Repetition	<b>Phonemic Awareness</b> Substitute Vowel Sounds Segment Syllables Blend Syllables Add Phonemes <b>Phonics</b> <i>r</i> -Controlled Vowel <i>ar</i> <i>r</i> -Controlled Vowels <i>or,</i> <i>ore</i> Phonograms <i>-ar, -ore</i> <b>Fluency</b> Phrasing: Natural Pauses <b>High-Frequency Words</b> <i>few, night, loudly, window, noise, story, shall,</i>	<b>Selection Vocabulary</b> <i>candles, frightened, poems, shouted, of course</i> <b>Oral Vocabulary</b> <i>clever, clues, detectives, poked, sneaky, whispered</i> <b>Domain-Specific Vocabulary</b> <i>prune, flower, pollen</i> <b>Vocabulary Strategies</b> Prefix <i>re-</i>	<b>Spelling Principle</b> <i>r</i> -Controlled Vowel <i>ar</i> <b>Spelling Words</b> Basic: <i>far, arm, yard, art, jar, bar, barn, bark, card, yarn</i> Challenge: <i>smart, chart</i> <b>Grammar Skill</b> Subject Pronouns <ul style="list-style-type: none"> <li>• Pronouns That Name One</li> <li>• Pronouns That Name More Than One</li> </ul>	<b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Story Sentences( dialogues) <b>Focus Trait</b> Voice <b>Write About Reading</b> Performance Task	Weekly 21.2-21.7





<p>1.RN.4.2 1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.3.2 1.RF.4.6 1.RF.4.4 1.RF.5 1.W.3.1 1.SL.2.3 1.SL.2.5 1.SL.4.1 1.SL.1  1.W.6.1a 1.W.6.2a 1.W.6.2b 1.SL.2.5</p>	<p><b>Genre:</b> Poetry <b>Decodable Reader Selections</b> Look at This! Two Good Cooks Good Homes Big Problems</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Cause and Effect <b>Target Strategy</b> Monitor/Clarify <b>Second Read Skill</b> Figurative Language</p>	<p><b><u>Phonics</u></b> Vowel Digraph /oo/ Syllable Pattern CVC</p> <p><b><u>Fluency</u></b> Stress</p> <p><b><u>High-Frequency Words</u></b> <i>again, along, began, boy, father, house, nothing, together</i></p>	<p><b><u>Oral Vocabulary</u></b> <i>accent, behave, gooey, siesta, sizzling, translated</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>shelter, caregiver, exercise</i></p> <p><b><u>Vocabulary Strategies</u></b> Define Words</p>	<p><i>shook, wood, hood</i> Challenge: <i>crook, hoof</i></p> <p><b><u>Grammar Skill</u></b> Possessive Pronouns • Using <i>my, your, his, and her</i> • Using <i>mine, yours, his, and hers</i></p>	<p><b><u>Focus Trait</u></b> Organization</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	
<p>24 1.RL.4.1 1.RN.1 1.RN.2.3 1.RV.3.2 1.RN.3.1 1.RN.4.2 1.RN.1 1.RF.3.2 1.RF.5 1.W.3.3 1.W.5 1.W.5 1.SL.2.3 1.SL.2.5</p>	<p><b><u>Selections</u></b> <b>Anchor Text</b> <i>A Tree Is a Plant</i> <b>Genre:</b> Informational Text <b>Paired Selection</b> <i>Grow, Apples, Grow!</i> <b>Genre:</b> Informational Text <b>Decodable Reader Selections</b> <i>Moose's Tooth</i> <i>Moon News</i> <i>Boot's Clues</i> <i>Red Zed and Blue Stu</i></p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events</p>	<p><b><u>Phonemic Awareness</u></b> Substitute Vowel Sounds Segment Syllables</p> <p><b><u>Phonics</u></b> Vowel Digraphs/Spelling Patterns: <i>oo, ou, ew</i> More Spellings for /oo/: <i>ue, u, u_</i></p> <p><b><u>Fluency</u></b> Expression</p> <p><b><u>High-Frequency Words</u></b> <i>ready, country, soil,</i></p>	<p><b><u>Selection Vocabulary</u></b> <i>adult, blossoms, center, hundreds</i></p> <p><b><u>Oral Vocabulary</u></b> <i>completely, gentle, lonely, recognize, reflection, settle</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>oxygen, nutrients, reproduce</i></p> <p><b><u>Vocabulary Strategies</u></b> Multiple-Meaning Words</p>	<p><b><u>Spelling Principle</u></b> Vowel Digraphs <i>oo, ou, ew</i></p> <p><b><u>Spelling Words</u></b> <i>Basic: soon, new, noon, zoo, boot, too, moon, blew, soup, you</i> Challenge: <i>grew, scoop</i></p> <p><b><u>Grammar Skill</u></b> Indefinite Pronouns</p>	<p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Story</p> <p><b><u>Focus Trait</u></b> <i>Ideas</i></p> <p><b><u>Write About Reading</u></b> Performance Task</p> <p><b><u>Research/Media Literacy Skills</u></b> <i>Life Cycle Report</i></p>	<p>Weekly 24.2-24.7</p>

1.SL.4.1 1.SL.1  1.W.6.1a 1.W.6.1b 1.RA.2.1	<b>Target Strategy</b> Question <b>Second Read Skill</b> Figurative Language	<i>kinds, earth, almost, covers, warms</i>				
25 1.RL.1 1.RL.2.1 1.RL.2.3 1.RL.3.2 1.RL.4.1  1.RN.3.1 1.RN.4.2  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.5  1.W.3.3 1.W.4  1.SL.2.3 1.SL.2.5 1.SL.3.2 1.SL.4.1 1.SL.1  1.W.2.1 1.W.6.1a 1.RV.2.4 1.RV.3.1 1.RV.1	<b>Selections</b> <b>Anchor Text</b> The New Friend <b>Genre:</b> Realistic Fiction <b>Paired Selection</b> Symbols of Our Country <b>Genre:</b> Informational  Text <b>Decodable Reader</b> <b>Selections</b> Down on the Farm Scout and Count Dawn’s Voice Shawn’s Toys  <b>Text-based Comprehension</b> <b>Target Skill</b> Understanding Characters <b>Target Strategy</b> Summarize <b>Second Read Skill</b> Narrator	<b>Phonemic Awareness</b> Substitute Vowel Sounds Identify Syllables Segment Syllables Add Phonemes  <b>Phonics</b> Vowel Combinations <i>ou, ow</i> Vowel Combinations <i>oi,</i> <i>oy, au, aw</i>  <b>Fluency</b> Phrasing: Attention to Punctuation  <b>High-Frequency Words</b> <i>buy, city, family, myself, party, please, school, seven</i>	<b>Selection Vocabulary</b> <i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i>  <b>Oral Vocabulary</b> <i>blossom, ledge, lugging, shady, shallow, cavern</i>  <b>Domain-Specific Vocabulary</b> <i>diversity, culture, society</i>  <b>Vocabulary Strategies</b> Synonyms with Introduction to Thesaurus	<b>Spelling Principle</b> Vowel Combinations <i>ou, ow</i>  <b>Spelling Words</b> Basic: <i>how, now, cow, owl, ouch, house, found, out, gown, town</i> Challenge: <i>shout, power</i>  <b>Grammar Skill</b> Contractions • Contractions with <i>not</i> • Contractions with Pronouns	<b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Story  <b>Focus Trait</b> Sentence Fluency  <b>Write About Reading</b> Performance Task	Weekly 25.2-25.5 Unit Test 5
26 1.RL.1 1.RV.3.1 1.RL.4.2	<b>Selections</b> <b>Anchor Text</b> The Dot <b>Genre:</b> Realistic Fiction <b>Paired Selection</b>	<b>Phonemic Awareness</b> Substitute Vowel Sounds Segment Syllables	<b>Selection Vocabulary</b> <i>blank, gazing, noticed, squiggle, straight, swirly</i>	<b>Spelling Principle</b> Base Words ending in <i>-ed, -ing</i>  <b>Spelling Words</b>	<b>Writing Mode</b> Opinion Writing  <b>Writing Form</b> Opinion Sentences	Weekly 26.2-26.8

<p>1.RN.2.3 1.RN.3.1 1.RN.4.2</p> <p>1.RF.2.3 1.RF.4.1 1.RF.3.2 1.RF.3.4 1.RF.4.2 1.RF.5</p> <p>1.W.3.1</p> <p>1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1 1.SL.3.2 1.SL.4.1 1.SL.1</p>	<p>Artists Create Art! <b>Genre:</b> Biography <b>Decodable Reader Selections</b></p> <p>Bears Hiding and Seeking Henry and Dad Go Camping Speedy and Chase</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b></p> <p>Compare and Contrast <b>Target Strategy</b> Monitor/Clarify <b>Second Read Skill</b></p> <p>Figurative Language</p>	<p><b><u>Phonics</u></b> Base Words (CVCe, CVC) with Endings <i>-ed, -ing</i> Long e Spelling Patterns <i>y, ie</i></p> <p><b><u>Fluency</u></b> Accuracy: Self-Correct</p> <p><b><u>High-Frequency Words</u></b> <i>above, bear, even, pushed, studied, surprised, teacher, toward</i></p>	<p><b><u>Oral Vocabulary</u></b> <i>field, magical, shrubbery, softly, universe, wondrous</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>canvas, pottery, watercolor</i></p> <p><b><u>Vocabulary Strategies</u></b> Figurative Language (Idioms)</p>	<p>Basic: <i>mix, mixed, hop, hopped, hope, hoping, run, running, use, used</i> Challenge: <i>writing, grabbed</i></p> <p><b><u>Grammar Skill</u></b> Exclamations • What Is an Exclamation? • Writing Exclamations • Using Determiners in Exclamations</p>	<p><b><u>Focus Trait</u></b> Voice</p> <p><b><u>Write About Reading</u></b> Performance Task</p> <p><b><u>Research/Media Literacy Skills</u></b> Ask and Answer Questions: Using Information from Media</p>	
<p>27</p> <p>1.RI.1 1.RV.3.2 1.RN.4.1 1.RN.4.2</p> <p>1.RF.3.5 1.RF.3.2 1.RF.4.6 1.RF.5</p> <p>1.W.3.1 1.W.5</p> <p>1.SL.2.3 1.SL.2.5 1.SL.2.4</p>	<p><b><u>Selections</u></b> <b>Anchor Text</b> What Can You Do? <b>Genre:</b> Informational Text <b>Paired Selection</b> The Wind and the Sun <b>Genre:</b> Fable <b>Decodable Reader Selections</b> The Three Races Seed Sisters The Fox and the Grapes Jingle, Jangle, and Jiggle</p> <p><b>Target Skill</b></p>	<p><b><u>Phonemic Awareness</u></b> Segment Syllables Identify Syllables</p> <p><b><u>Phonics</u></b> Base Words/Inflections <i>-er, -est</i> (change <i>y</i> to <i>i</i>) Syllable <i>-le</i></p> <p><b><u>Fluency</u></b> Intonation</p> <p><b><u>High-Frequency</u></b></p>	<p><b><u>Selection Vocabulary</u></b> <i>binoculars, captain, computers, float, something</i></p> <p><b><u>Oral Vocabulary</u></b> <i>cobweb, demanded, dreadful, grumbled, panted, terrified</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>motivation, explore, leader</i></p> <p><b><u>Vocabulary Strategies</u></b></p>	<p><b><u>Spelling Principle</u></b> Base Words ending in <i>-er, -est</i></p> <p><b><u>Spelling Words</u></b> Basic: <i>hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner</i> Challenge: <i>shorter, shortest</i></p> <p><b><u>Grammar Skill</u></b></p>	<p><b><u>Writing Mode</u></b> Opinion Writing</p> <p><b><u>Writing Form</u></b> Opinion Sentences</p> <p><b><u>Focus Trait</u></b> Sentence Fluency</p> <p><b><u>Write About Reading</u></b> Performance Task</p> <p><b><u>Research/Media Literacy Skills</u></b> How-to Report</p>	<p>Weekly 27.2-27.7</p>

<p>1.SL.3.1 1.SL.3.2 1.SL.1  1.W.6.1e 1.W.6.1a 1.RV.2.1 1.RV.2.2</p>	<p>Author's Purpose Target Strategy Analyze/Evaluate Second Read Skill Using Context</p>	<p><b>Words</b> <i>always, different, enough, happy, high, near, once, stories</i></p>	<p>Classify and Categorize: Emotion Words</p>	<p>Kinds of Sentences</p> <ul style="list-style-type: none"> <li>• Statement, Question, Exclamation, or Command?</li> <li>• Four Kinds of Sentences</li> <li>• Produce and Expand Sentences</li> </ul>		
<p>28 1.RL.1 1.RL.2.3 1.RL.3.1 1.RL.4.1 1.RL.4.2 1.RN.1  1.RN.3.1 1.RN.4.2  1.RF.3.2 1.RF.3.4 1.RF.3.5 1.RF.4.2 1.RF.4.6 1.RF.4.4 1.RF.5  1.W.3.1  1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1 1.SL.3.2 1.SL.4.1 1.SL.1  1.W.6.1a</p>	<p><b>Selections</b> <b>Anchor Text</b> The Kite <b>Genre:</b> Fantasy <b>Paired Selection</b> Measuring Weather <b>Genre:</b> Informational Text <b>Decodable Reader Selections</b> Sally Jane and Beth Ann Ty and Big Gilly Bird Watching Benches <b>Text-based Comprehension Target Skill</b> Story Structure <b>Target Strategy</b> Infer/Predict <b>Second Read Skill</b> Genre: Fantasy</p>	<p><b>Phonemic Awareness</b> Segment Syllables Delete Phonemes  <b>Phonics</b> Long <i>i</i> Spelling Patterns <i>igh, y, ie</i> Base Words/Inflections <i>-ed, -ing, -er, -est, -es</i> Phonograms <i>-ight, -y</i>  <b>Fluency</b> Phrasing: Natural Pauses  <b>High-Frequency Words</b> <i>across, ball, cried, head, heard, large, second, should</i></p>	<p><b>Selection Vocabulary</b> <i>junk, laughter, perhaps</i>  <b>Oral Vocabulary</b> <i>assures, audience, chorus, determined, enthusiasm, stomped</i>  <b>Domain-Specific Vocabulary</b> <i>degrees, temperature, climate</i>  <b>Vocabulary Strategies</b> Homographs</p>	<p><b>Spelling Principle</b> Spelling Patterns <i>igh, y, ie</i> (long <i>i</i>)  <b>Spelling Words</b> Basic: <i>my, try, sky, fly, by, dry, pie, cried, night, light</i> Challenge: <i>myself, brighter</i>  <b>Grammar Skill</b> Kinds of Adjectives</p> <ul style="list-style-type: none"> <li>• Adjectives for Taste and Smell</li> <li>• Adjectives for Sound and Texture</li> </ul>	<p><b>Writing Mode</b> Opinion Writing  <b>Writing Form</b> Opinion Sentences  <b>Focus Trait</b> Word Choice  <b>Write About Reading</b> Performance Task</p>	<p>Weekly 28.7-28.13</p>

1.W.6.1c						
29 1.RL.1 1.RV.3.1 1.RN.1  1.RN.4.2  1.RF.4.1 1.RF.5  1W.3.1  1.SL.2.3 1.SL.2.5 1.SL.2.4 1.SL.3.1 1.SL.4.1 1.SL.4.2 1.SL.1  1.W.6.1a 1.RV.2.4 1.RV.1	<p><b><u>Selections</u></b> <b>Anchor Text</b> Hi! Fly Guy <b>Genre:</b> Chapter Book Paired Selection Busy Bugs <b>Genre:</b> Poetry <b>Decodable Reader</b> <b>Selections</b> Quiz Game Jack and the Beans Ruth’s Day Stew for Peg</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Understanding Characters <b>Target Strategy</b> Visualize <b>Second Read Skill</b> Author’s Word Choice</p>	<p><b><u>Phonemic Awareness</u></b> Segment Syllables Delete Phonemes Distinguish Vowel Sounds</p> <p><b><u>Phonics</u></b> Suffixes <i>-ful, -ly, -y</i> Long Vowel Spelling Patterns: <i>a, e, i, o, u</i></p> <p><b><u>Fluency</u></b> Expression</p> <p><b><u>High-Frequency Words</u></b> <i>caught, took, listen, thought, minute, beautiful, idea, friendship</i></p>	<p><b><u>Selection Vocabulary</u></b> <i>award, chapter, fancy, guy, rescue</i></p> <p><b><u>Oral Vocabulary</u></b> <i>corner, disguised, mystery, seriously, signs, solve</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>larva, antennae, thorax</i> Vocabulary Strategies Prefix <i>un-</i></p>	<p><b><u>Spelling Principle</u></b> Suffixes <i>-ly, -y, -ful</i></p> <p><b><u>Spelling Words</u></b> Basic: <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i> Challenge: <i>quickly, hopeful</i></p> <p><b><u>Grammar Skill</u></b> Adverbs • Adverbs for <i>How</i> and <i>Where</i> • Adverbs for <i>When</i> and <i>How</i> <i>Much</i></p>	<p><b><u>Writing Mode</u></b> Opinion Writing</p> <p><b><u>Writing Form</u></b> Opinion Paragraph</p> <p><b><u>Focus Trait</u></b> Ideas</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	Weekly 29.2-29.7
30 1.RN.1 1RN.2.2 1.RN.3.1 1.RN.4.2  1.RF.3.5 1.RF.3.2 1.RF.5  1.W.3.1  1.SL.2.3 1.SL.2.5 1.SL.2.4	<p><b><u>Selections</u></b> <b>Anchor Text</b> Winners Never Quit! <b>Genre:</b> Narrative Nonfiction <b>Paired Selection</b> Be a Team Player <b>Genre:</b> Informational Text <b>Decodable Reader</b> <b>Selections</b> Amy Ant Julie and Jason Home at Last Soccer</p>	<p><b><u>Phonemic Awareness</u></b> Segment Syllables</p> <p><b><u>Phonics</u></b> Syllabication (CV) Prefixes <i>un-, re-</i></p> <p><b><u>Fluency</u></b> Rate: Adjust Reading Rate to Purpose</p> <p><b><u>High-Frequency Words</u></b></p>	<p><b><u>Selection Vocabulary</u></b> <i>already, dribbled, goalie, rather</i></p> <p><b><u>Oral Vocabulary</u></b> <i>mightiest, show-off, waste, wild, wobble, careful</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>cooperation, teamwork, success</i></p> <p><b><u>Vocabulary Strategies</u></b></p>	<p><b><u>Spelling Principle</u></b> Syllable Pattern CV</p> <p><b><u>Spelling Words</u></b> Basic: <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i> Challenge: <i>because, silent</i></p> <p><b><u>Grammar Skill</u></b> Adjectives That Compare</p>	<p><b><u>Writing Mode</u></b> Opinion Writing</p> <p><b><u>Writing Form</u></b> Opinion Paragraph</p> <p><b><u>Focus Trait</u></b> Organization</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	Weekly 30.2-30.8  Unit Test 6

1.SL.3.1	<b>Text-based Comprehension</b> <b>Target Skill</b> Main Idea and Details <b>Target Strategy</b> Summarize <b>Second Read Skill</b> Genre: Narrative Nonfiction	<i>brothers, everyone, field, loved, most, only, people, sorry</i>	Suffix <i>-ly</i>	<ul style="list-style-type: none"> <li>• Adjectives with <i>er</i> and <i>est</i></li> <li>• Using the Right Adjective</li> </ul>		
1.SL.3.2						
1.SL.4.1						
1.SL.1						
1.W.6.1a						
1.W.6.1c						
1.RV.2.4						

Grade 1 Indiana Academic Standards 2014 1

Copy and paste the link below to get the Correlation for Indiana Academic Standards.

<http://www.doe.in.gov/standards/englishlanguage-arts>

