### Reading Focus: Literature

### Writing Focus: Narrative

#### Unifying Concept:

**Everyone Has a Story to Tell**

**Quarter 1**

#### Enduring Understandings:

We become aware of and develop an understanding and appreciation for self and people from diverse cultures.

#### Essential Questions:

- What is a family?
- What makes a family?
- What does a family shape our sense of identity?
- How are family life/practice of mine and the family lives/practices of people from diverse cultures similar and different?

### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standardsⁱ</th>
<th>Supporting Standards²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.RL.1</strong> Ask and Answer questions such as who, what, where, why, when, and how about key details in a text.</td>
<td><strong>1.RL.3</strong> Describe characters, settings, and major events in a story, using key details.</td>
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<td><strong>1.RL.2</strong> Retell stories, including key details, and demonstrate understanding of their main idea, central message or lesson.</td>
<td><strong>1.RL.7</strong> Use illustrations and details in a story to describe its characters, setting, or events.</td>
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<td><strong>1.RL.5</strong> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
<td><strong>1.RF.3</strong> Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</td>
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<td><strong>1.W.3</strong> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
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<td>b. Decode regularly spelled one-syllable words.</td>
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<td>c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
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<td>d. Recognize and apply all six syllable types when decoding grade level texts.</td>
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<td>e. Read words with inflectional endings.</td>
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<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
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<td><strong>1.W.7</strong> With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.)</td>
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<td><strong>1.W.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
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<td><strong>1.RL.4</strong> Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</td>
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<td><strong>1.RL.10</strong> With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.</td>
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<td><strong>1.RF.1</strong> Demonstrate understanding of the organization and basic features of print.</td>
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<td><strong>1.RF.2</strong> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
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2019-2020 ELA Curriculum Map, Grade 1, Q1

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).
e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, -ain) and consonant blends (e.g., /bl/, /st/, /tr/).
f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.)

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1.WF.1 Demonstrate and apply handwriting skills.
a. Write upper and lower case manuscript alphabet from memory using correct letter formation.
b. Write the common grapheme (letter or letter group) for each phoneme.
c. Write with appropriate spacing between letters and words.

1.WF.2 Demonstrate and apply sound-letter concepts.
a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

1.WF.3 Know and apply phonics and word analysis skills when encoding words.
a. Spell common, regular, single-syllable words using:
   1. Short vowels and single consonants.
   2. Consonant graphemes including qu, x, and –ck; diagraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
   3. Initial and final consonant blends (e.g., must, slab, plump).
   4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like,) common vowel teams (e.g., boat, play, wait, see, team, right) and open syllables (e.g., go, cry).
   5. Vowel-ır combinations, including er, ar, or (e.g., car, her, stir, for, burn).

b. With prompting and support, spell on-level two-syllable words, including with inflectional endings:
   1. Verbs with –ing, -ed, -s, and no change in the base word (e.g., snowed, playing jumps).
   2. Nouns with –s, -es, and no change to the base word (e.g., rugs, kisses).
   3. Adjectives with –er, -est, and no change to the base word (e.g. slower, slowest).

c. With prompting and support, spell on-level two-syllable words, including:
   1. Words that end in –y or –ly (e.g., smelly, gladly).
   2. Common compound words (e.g., hotdog, mailbox).
   3. Words with two closed syllables (e.g., rabbit, wagon).

d. Spell grade-level appropriate words in English as found in a research-based list, including:
1. Irregular words (e.g., said, what, are, they, was).
2. Pattern based words (e.g., he, him, for, in, by, like).
3. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use common, proper, and possessive nouns.
   b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).
   c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
   d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   e. Use frequently occurring adjectives.
   f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   g. Use determiners (e.g., articles, demonstratives).
   h. Use frequently occurring prepositions (e.g., during beyond, toward).
   i. Produce and expand complete simple and compound sentences.
   j. In response to prompts distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.
   k. Write multiple sentences in an order that supports a main idea or story.

1.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.4. With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   a. Use frequently occurring affixes as a clue to the meaning of a word.
   b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
   c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes.)
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Justice Standards

Identity:
- Students will like who they are and can talk about their family and themselves and name some of their group identities. (ID.K-2.1)
- Students will know that all their group identities are part of them—but that they are always themselves. (ID.K-2.3)
- Students will feel good about themselves without being mean or making other people feel bad. (ID.K-2.4)

Diversity:
- Students will like being around people who are like them and different from them, and they can be friendly to everyone. (DI.K-2.6)
- Students will know everyone has feelings, and that they will want to get along with people who are similar to and different from them. (DI.K-2.9)
- Students will know their friends have many identities, but they are always still just themselves. (JU.K-2.11)

Justice:
- Students will know when people are treated unfairly. (JU.K-2.12)

Action:
- Students will care about those who are treated unfairly. (AC.K-2.16)
- Students will say something or tell an adult if someone is being hurtful, and will do their part to be kind even if they don’t like something they say or do. (AC.K-2.18)

Teaching Tolerance Website
http://www.tolerance.org/

Adopted Texts and Materials

Textbook: Harcourt Trophies

Recommended Extended Texts:
- Best Friends: The True Story of Owen and Mzee, Roberts Edwards
- Boots for Beth, Lisa Campbell Ernst
- Dan’s Pet, Alma Flor Ada
- Daniel’s Mystery Egg, Alma Flor Ada
- Hondo and Fabian and His Mommy n, Peter McCarty
- I Like Me!, Nancy Carlson
- Jack and Rick, David McPhail
- Todd’s Box, Paula Sullivan

Letter to Amy, A, Ezra Jack Keats
Make New Friends, Author Unknown, TE Volume 4 p. 145E
More We Get Together, The, Author Unknown, TE Volume 1 p 71As
My Five Senses, Aliki
New Friend, A, Marjorie Allen Anderson, TE Volume 1 p 72P
Peter’s Chair, Ezra Jack Keats
Sick Day For Amos McGee, A, by Phillip C. Stead, TE Volume 2 p. 131D
Ten Fingers, Aughor Unknown, TE Volume 2 p. 55D
Together, Paul Engle, TE Volume 1 p. 93D
Tortoise and the Hare, The, Aesop
We Could Be Friends, Myra Cohn Livingston, TE Volume 4 p. 124P
Wemberly Worried, Kevin Henkes
## Recommended Short Texts:

- *All I Am*, Eileen Roe, TE Volume 1 pp. 8P-8Q
- *At the Top of My Voice*, Felice Holman
- *Big*, Dorothy Aldis, TE Volume 2 p. 32P
- *Chrysanthemum*, Kevin Henkes
- *Do You Know What I’ll Do?*, Charlotte Zolotow
- *Friends at Twilight*, Author Unknown, TE Volume 1 p. 23C
- *Friends*, Helme Heime
- *Jonathan and His Mommy*, Irene Smalls
- *Leo the Late Bloomer*, Robert Kraus

## Multicultural Adoptions:

- *The Color of Us*, Karen Katz
- *Four Feet Two Sandals*, Karen Lynn Williams and Khadra Mohammed
- *Ling and Ting Not Exactly The Same!*, Grace Lin
- *Morris Micklewhite and the Tangerine Dress*, Christine Baldacchino
- *My Best Friend*, Mary Ann Rodman
- *My Name is Sangoel*, Karen Lynn Williams
- *Shades of People*, Shelley Rotner!
- *Bee-bim Bop!* Linda Sue Park
- *Let’s Eat!: A Comer!* Pat Mora
- *Maggie’s Chopsticks*, Alan Woo
- *Pictures from Our Vacation*, Lynne R. Perkins
- *Families*, Ann Morris
- *Family Pictures*, Sandra Cisneros
- *The Relatives Came*, Cynthia Rylant

## Scholastic Leveled Bookroom:

<table>
<thead>
<tr>
<th>Level G:</th>
<th>Level E:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All About You</em>, Catherine and Laurence Anholt</td>
<td><em>Collection</em>, Margaret Ballinger and Rachel Gosset</td>
</tr>
<tr>
<td><em>I Just Forgot</em>, Mercer Mayer</td>
<td><em>Eat Your Peas</em>, Louise, Pegeen Snow</td>
</tr>
<tr>
<td><em>My Friends</em>, Taro Gomi</td>
<td><em>Fruit Trees</em>, Lee B. Daniels</td>
</tr>
<tr>
<td><em>Level H: I Need a Lunch Box</em>, Jeannette Caines</td>
<td><em>I Go with Grandpa</em>, Yael Landman</td>
</tr>
<tr>
<td><em>Too Late Harry!</em>, Sara Shapiro</td>
<td><em>My New School</em>, Kirsten Hall</td>
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## Level D:

- *Ice Cream*, Briar Wilton
- *Collection*, Margaret Ballinger and Rachel Gosset
- *Eat Your Peas*, Louise, Pegeen Snow
- *Fruit Trees*, Lee B. Daniels
- *I Go with Grandpa*, Yael Landman
- *My New School*, Kirsten Hall
- *Yard Sale, The*, Janelle Cherrington

## Level G:

- *All About You*, Catherine and Laurence Anholt
- *I Just Forgot*, Mercer Mayer
- *My Friends*, Taro Gomi
- *Level H: I Need a Lunch Box*, Jeannette Caines
- *Too Late Harry!*, Sara Shapiro

## Level H:

- *I Need a Lunch Box*, Jeannette Caines
- *Too Late Harry!*, Sara Shapiro

## Level I:

- *Leo the Late Bloomer*, Robert Kraus
- *Mama Zooms*, Jane Cowen-Fletcher
- *My Five Senses*, Aliki
- *Nana’s Place*, Akimi Gibson
- *Two Eyes, a Nose, and a Mouth*, Roberta Grobel Intrater

## Reading and Writing Opportunities

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<th>Research Component</th>
<th>Narrative Component</th>
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<tr>
<td>As a class, students will conduct research using selected readings of complex text to identify what traits make characters unique. Using this information, students will write an opinion piece telling who their favorite character is and why (e.g., “My favorite character is ________ because ________.”)</td>
<td>After reading texts from the selected readings of complex text, students will write about when they feel special (e.g., “I feel special when ________”) OR Recall a time when you were a good friend. Write about what you did (e.g., “I’m a good friend when I ________.”)</td>
</tr>
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</table>

## Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**

## Additional Instructional Resources

- **Electronic Resources and Media:**
  - *How Full is Your Bucket?* Tom Rath and Mary Reckmeyer
| DOK Levels | 
| DOK Stems | 
| Hess’s Matrix | 
| Chrysanthemum, Kevin Henkes | 
| I Like Me!, Nancy Carlson | 
| Fill You Bucket, Children’s Song |
# 2019-2020 ELA Curriculum Map, Grade 1, Q2

<table>
<thead>
<tr>
<th>Reading Focus: Informational</th>
<th>Writing Focus: Informative/Explanatory</th>
<th>Unifying Concept: How the World Works</th>
<th>Quarter 2</th>
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<tr>
<td><strong>Enduring Understandings:</strong></td>
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<tr>
<td>Life experiences and changes influence how we grow, work, and play.</td>
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<td><strong>Essential Questions:</strong></td>
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<td>• How do people, animals, and the environment interact in their communities?</td>
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<td>1.RI.2 Identify the main topic and retell key details of a text.</td>
<td>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
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<td>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
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## Constant Standards³

<p>| 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | |
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| a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). | |
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b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes.)
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Justice Standards

Identity:
- Students will talk about interesting and healthy ways that some people who share their group identities live their lives. (ID.K-2.2)

Diversity:
- Students will like being around people who are like them and different from them, and they can be friendly to everyone. (DI.K-2.6)
- Students will describe some ways that they are similar to and different from people who share their identities and those who have other identities. (DI.K-2.7)

Justice:
- Students will know that life is easier for some people and harder for others and the reasons for that are not always fair. (JU.K-2.14)

Action:
- Students will speak up or do something if people are being unfair, even if their friends do not. (AC.K-2.19)

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbook: Harcourt Trophies

Recommended Extended Texts:
- Born to Be a Butterfly, Karen Wallace
- Frog, The, Sabrina Crewe
- I Am a Butterfly, Stephen Swinburne
- Red-Eyed Tree Frog, Joy Cowley
- Where Do Frogs Come From? Alex Vern

Recommended Short Texts:
- Big, Dorothy Aldis, TE Volume 2 p. 53C
- Carrot Seed, The, Rugh Krauss
- Caterpillar and the Polliwog, The, Jack Kent
- Fish is Fish, Leo Lionni
- From Seed to Pumpkin, Jan Kottke
- Harvest, TE Volume 1 p. 118P
- How a Chick Grows, TE Volume 2 pp. 26-27
- Seed and the Giant Saguaro, The, Jennifer Ward
- Tadpole, The, Elizabeth Gould, TE Volume 2 p. 84P
- When I Was Little: A Four-Year-Old’s Memoir of Her Youth, Jamie Lee Curtis

Multicultural Adoptions:
- Bintou’s Braids, Sylviana A Diouf
- Circles of Hope, Karen Lynn Williams
- My Abuelita, Tony Jeohnston
# 2019-2020 ELA Curriculum Map, Grade 1, Q2

## Scholastic Leveled Bookroom:

### Level D:
- *In the Spring*, Sara Mitchell
- *Little Red Hen, The*, Janelle Cherrington
- *Look at These Trees*, Janelle Cherrington
- *We Need the Sun*, Janelle Cherrington

### Level E:
- *Flap and Sing: Birds*, May Nelson
- *On the Lake*, Clara Jones
- *Sammy The Turtle*, Amy Baker
- *Tree Can Be..., A*, Judy N.
- *What About Frogs?*, L. Ben Michaels

### Level F:
- *Animals Grow Up*, May Nelson
- *At Home in a Nest*, Briar Wilton
- *Grass Grows, The*, Jephson Gibbs
- *Growing Pumpkins*, Alex Ives
- *How Does Your Salad Grow?, Francie Alexander
- *I'm a Seed*, Jean Marzollo
- *Loose Tooth*, Lola M. Schaefer
- *Todd’s Teacher*, Janelle Cherrington
- *Watch Me Plant a Garden*, Jack Otten

### Level G:
- *Carrot Seed, The*, Ruth Krauss
- *From Seed to Pumpkin*, Jan Kottke
- *I’m a Caterpillar*, Jean Marzollo

### Level H:
- *Bean Plant Grows, A*, Vanessa York
- *From Acorn to Oak Tree*, Jan Kottke
- *Plants We Eat*, Vanessa York
- *Puppies*, Colleen Sexton

### Level I:
- *Apple Pie Tree, The*, Joe Hall
- *Butterflies*, Emily Neye
- *Caps, Hats, Socks, and Mittens: A Book About the Four Seasons*, Louise Borton

## Reading and Writing Opportunities

<table>
<thead>
<tr>
<th>Research Component</th>
<th>Narrative Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a class, students will develop research skills by brainstorming ideas and gathering information on a subject studied this quarter (e.g., how frogs, butterflies, plants or people grow). Using this information, students will independently write and illustrate an informative/explanatory piece about the subject, sequencing the events (i.e., first, then, last).</td>
<td>After reading connected texts from the selections of complex text, students will write and illustrate a narrative about how they have grown and the changes they have experienced since they were a baby.</td>
</tr>
</tbody>
</table>

## Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**

## Additional Instructional Resources

- **Electronic Resources and Alternative Media:**
  - Children’s Butterfly Site
  - Frogs
  - Monarch Butterflies
  - Plant Life Cycle
  - *When I Was Little: A Four-Year-Old’s Memoir of Her Youth*, Jamie Lee Curtis
### Reading Focus: Literature

### Writing Focus: Informative/Explanatory

### Unifying Concept:
Building Communities

### Quarter 3

#### Enduring Understandings:
People share a common interest, background, and/or purpose in a community that gives them a sense of cohesion, belonging, and responsibility to one another.

#### Essential Questions:
- What is a community?
- What makes my neighborhood a community?
- What responsibility do I have in my neighborhood community and why?
- How can I make my neighborhood a safe, supportive, and welcoming space?

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards¹</th>
<th>Supporting Standards²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.RL.6</strong> Identify who is telling the story at various points in a text.</td>
<td><strong>1.RL.3</strong> Describe characters, settings, and major events in a story, using key details</td>
</tr>
<tr>
<td><strong>1.RL.9</strong> Compare and contrast the adventures and experiences of characters in stories.</td>
<td><strong>1.RL.7</strong> Use illustrations and details in a story to describe its characters, setting, or events.</td>
</tr>
<tr>
<td><strong>1.W.2</strong> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td><strong>1.RF.3</strong> Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</td>
</tr>
<tr>
<td></td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs.</td>
</tr>
<tr>
<td></td>
<td>b. Decode regularly spelled one-syllable words.</td>
</tr>
<tr>
<td></td>
<td>c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
</tr>
<tr>
<td></td>
<td>d. Recognize and apply all six syllable types when decoding grade level texts.</td>
</tr>
<tr>
<td></td>
<td>e. Read words with inflectional endings.</td>
</tr>
<tr>
<td></td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Constant Standards³</th>
</tr>
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<tbody>
<tr>
<td><strong>1.RL.4</strong> Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</td>
</tr>
<tr>
<td><strong>1.RL.10</strong> With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.</td>
</tr>
<tr>
<td><strong>1.RF.1</strong> Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).</td>
</tr>
<tr>
<td><strong>1.RF.2</strong> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
</tr>
<tr>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
</tr>
<tr>
<td>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
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c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/)
e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, -ain) and consonant blends (e.g., /bl/ /st/ /tr/).
f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.)

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
1.WF.1 Demonstrate and apply handwriting skills.
a. Write upper and lower case manuscript alphabet from memory using correct letter formation
b. Write the common grapheme (letter or letter group) for each phoneme.
c. Write with appropriate spacing between letters and words.
1.WF.2 Demonstrate and apply sound-letter concepts.
a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
1.WF.3 Know and apply phonics and word analysis skills when encoding words.
a. Spell common, regular, single-syllable words using:
   1. Short vowels and single consonants.
   2. Consonant graphemes including qu, x, and –ck; diagraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
   3. Initial and final consonant blends (e.g., must, slab, plump).
   4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like,) common vowel teams (e.g., boat, play, wait, see, team, right) and open syllables (e.g., go, cry).
   5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).
b. With prompting and support, spell on-level two-syllable words, including with inflectional endings:
   1. Verbs with –ing, -ed, -s, and no change in the base word (e.g., snowed, playing jumps).
   2. Nouns with –s, -es, and no change to the base word (e.g., rugs, kisses).
   3. Adjectives with –er, -est, and no change to the base word (e.g. slower, slowest).
c. With prompting and support, spell on-level two-syllable words, including:
   1. Words that end in –y or –ly (e.g., smelly, gladly).
   2. Common compound words (e.g., hotdog, mailbox).
   3. Words with two closed syllables (e.g., rabbit, wagon).
d. Spell grade-level appropriate words in English as found in a research-based list, including:
   1. Irregular words (e.g., said, what, are, they, was).
2. Pattern based words (e.g., he, him, for, in, by, like).
e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Use common, proper, and possessive nouns.
b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).
c. Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them, their; anyone, everything.
d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
e. Use frequently occurring adjectives.
f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
g. Use determiners (e.g., articles, demonstratives).
h. Use frequently occurring prepositions (e.g., during beyond, toward).
i. Produce and expand complete simple and compound sentences.
j. In response to prompts distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.
k. Write multiple sentences in an order that supports a main idea or story.

1.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a. Capitalize dates and names of people.
b. Use end punctuation for sentences.
c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.4. With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
a. Use frequently occurring affixes as a clue to the meaning of a word.
b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes.)
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
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1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### Social Justice Standards

**Identity:**
- Students will talk about interesting and healthy ways that some people who share their group identities live their lives. (ID.K-2.2)
- Students will know that all their group identities are part of them----but they are always themselves. (ID.K-2.3)
- Students will see that the way their families do things is both the same as and different from how other people do things, and they are interested in both. (ID.K-2.5)

**Diversity:**
- Students will want to know about other people and how their lives and experiences are the same and different. (DI.K-2.8)
- Students will find it interesting that groups of people believe different things and live their daily lives in different ways. (DI.K.2.10)

**Justice:**
- Students will know their friends have many identities, but they are always still just themselves. (JU.K-2.11)

**Action:**
- Students will join with classmates to make their classroom fair for everyone. (AC.K-2.20)

### Teaching Tolerance Website
https://www.tolerance.org/

### Adopted Texts and Materials

**Textbook:** Harcourt Trophies

**Recommended Extended Texts:**
- At Home Around the World, Lucy Floyd
- Homes Around the World, Max Moore
- Houses and Homes, Ann Morris
- Me on the Map, Joan Sweeney
- We are Tired of Living in a House, Read-Aloud Anthology pp.32-36

**Multicultural Adoptions:**
- All the World, Liz Garton Scanlon
- Blackout, John Rocco
- How I learned Geography, Uri Shulevitz

**Recommended Short Texts:**
- Bridges Then and Now, TE Volume 1 pp. 90-91
- Got Geography, Lee Bennett Hopkins
- Helping Hands, Karen Lowther, TE Volume 4 p. 7A
- My Map Book, Sara Fanelli
- On a Hot, Hot Day, Nikki Weiss, TE Volume 4 p. 6R
- Our Homes Are Holes, TE Volume 4 pp. 92-93, School Bus, TE Volume 2 p. 79E
- So Many Children, TE Volume 3 p. 112
- Somewhere in the World Right Now, Stacey Schuett
- The House, TE Volume 4 p. 66P
- The Secret Birthday Message, Eric Carle
- The World, Barbara Young, TE Volume 5 p. 218P
- This is the Way We Go to School, Edith Baer
### In My Neighborhood, Ina Cumpiano
### Stone Soup, Jon Muth
### A Chair for My Mother, Vera B. Williams
### All the World, Liz G. Scanlon
### Apache Children and Elders Talk Together, E. Barrie Kavasch
### Emeka’s Gift, Ifeoma Onyefulu
### Grandma and Me at the Flea, Juan Herrera
### Quinto’s Neighborhood, Ina Cumpiano
### My Colors, My World, Maya Christina Gonzalez
### The Subway Sparrow, Leyla Torres
### What Can You Do with a Paleta? Carmen Tafolla

### Reading and Writing Opportunities

#### Research Component

As a class, students will develop research skills by reading/listening to texts from the readings of complex text to gather information about different types of homes people have in their community. Teachers will guide students in organizing information about the differences and similarities of homes throughout world communities.

Using this information, students will independently write an informative/explanatory piece about the differences and similarities of homes throughout world communities.

#### Narrative Component

Students will write a narrative about their home, classroom, or a special place in their community. Students will describe in writing why that place is important to them.

OR

People in your community work together to help each other. Write about what you would like to do to help your community now or in the future.
<table>
<thead>
<tr>
<th>Instructional and Assessment Guides</th>
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<td>TUSD SPARKS</td>
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<td>Houses Around the World</td>
</tr>
<tr>
<td>DOK Levels</td>
<td>Map of the World</td>
</tr>
<tr>
<td>DOK Stems</td>
<td>Same, Same but Different, Jenny Sue Kosstecki-Shaw</td>
</tr>
<tr>
<td>Hess’s Matrix</td>
<td></td>
</tr>
</tbody>
</table>
2019-2020 ELA Curriculum Map, Grade 1, Q4

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
</table>
| Journeys lead to us explore experiences and new insights into self, people, and the world. | • What is a journey?  
• What journeys does my family take and why?  
• How does my family’s journey shape my identity? |

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th>1.RI.3</th>
<th>1.RI.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.</td>
<td>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
</tr>
<tr>
<td>1.RI.5</td>
<td>1.RI.9</td>
</tr>
<tr>
<td>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts of information in a text.</td>
<td>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
</tr>
<tr>
<td>1.RI.8</td>
<td>1.RF.3</td>
</tr>
<tr>
<td>Identify the reasons an author gives to support points in a text.</td>
<td>Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</td>
</tr>
</tbody>
</table>

#### Supporting Standards

<table>
<thead>
<tr>
<th>1.RI.6</th>
<th>1.RI.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.W.7</td>
<td>1.W.8</td>
</tr>
<tr>
<td>With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</td>
<td>With guidance and support from adults, recall information from experiences or gather in information from provided sources to answer a question.</td>
</tr>
</tbody>
</table>

#### Constant Standards

<table>
<thead>
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<th>1.RI.7</th>
<th>1.RF.1</th>
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<tr>
<td>Use the illustrations and details in a text to describe its key ideas.</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>1.RF.2</td>
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</tr>
<tr>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>Recognize the distinguishing features of sentence (e.g., capitalization of first word and ending punctuation).</td>
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| a. Distinguish long from short vowel sounds in spoken single-syllable words. | a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). |
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).
e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant,-ain) and consonant blends (e.g., /bl/,/st/,/tr/).
f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.

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

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1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1.WF.1 Demonstrate and apply handwriting skills.
a. Write upper and lower case manuscript alphabet from memory using correct letter formation
b. Write the common grapheme (letter or letter group) for each phoneme.
c. Write with appropriate spacing between letters and words.

1.WF.2 Demonstrate and apply sound-letter concepts.
a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

1.WF.3 Know and apply phonics and word analysis skills when encoding words.
a. Spell common, regular, single-syllable words using:
   1. Short vowels and single consonants.
   2. Consonant graphemes including qu, x, and –ck; diagraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
   3. Initial and final consonant blends (e.g., must, slab, plump).
   4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like,) common vowel teams (e.g., boat, play, wait, see, team, right) and open syllables (e.g., go, cry).
   5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).
b. With prompting and support, spell on-level two-syllable words, including with inflectional endings:
   1. Verbs with –ing, -ed, -s, and no change in the base word (e.g., snowed, playing jumps).
   2. Nouns with –s, –es, and no change to the base word (e.g., rugs, kisses).
   3. Adjectives with –er, –est, and no change to the base word (e.g. slower, slowest).
c. With prompting and support, spell on-level two-syllable words, including:
   1. Words that end in –y or –ly (e.g., Smelly, gladly).
   2. Common compound words (e.g., hotdog, mailbox).
   3. Words with two closed syllables (e.g., rabbit, wagon).
d. Spell grade-level appropriate words in English as found in a research-based list, including:
   1. Irregular words (e.g., said, what, are, they, was).
2. Pattern based words (e.g., he, him, for, in, by, like).

e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use common, proper, and possessive nouns.

b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).

c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

e. Use frequently occurring adjectives.

f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

g. Use determiners (e.g., articles, demonstratives).

h. Use frequently occurring prepositions (e.g., during beyond, toward).

i. Produce and expand complete simple and compound sentences.

j. In response to prompts distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.

k. Write multiple sentences in an order that supports a main idea or story.

1.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.4. With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use frequently occurring affixes as a clue to the meaning of a word.

b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

c. Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes.)

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### Social Justice Standards

<table>
<thead>
<tr>
<th>Identity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will like who they are and can talk about their family and themselves, and name some of their group identities. (ID.K-2.1)</td>
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<tr>
<td>• Students will feel good about themselves without being mean or making other people feel bad. (ID.K-2.4)</td>
</tr>
<tr>
<td>• Students will see that the way their families do things is both the same as and different from how other people do things, and they are interested in both. (ID.K-2.5)</td>
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<thead>
<tr>
<th>Diversity:</th>
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<tbody>
<tr>
<td>• Students will like being around people who are like them and different from them, and they can be friendly to everyone. (DI.K-2.6)</td>
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<tr>
<td>• Students will want to know about other people and how their lives and experiences are the same and different. (DI.K-2.8)</td>
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<tr>
<td>• Students will know everyone has feelings, and that they will want to get along with people who are similar to and different from them. (DI.K-2.9)</td>
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<tr>
<th>Justice:</th>
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<tbody>
<tr>
<td>• Students will know their friends have many identities, but they are always still just themselves. (JU.K-2.11)</td>
</tr>
<tr>
<td>• Students will know when people are treated unfairly. (JU.K-2.12)</td>
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<tr>
<th>Action:</th>
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<tbody>
<tr>
<td>• Students can and will do something when they see unfairness---this includes telling an adult. (AC.K-2.17)</td>
</tr>
<tr>
<td>• Students will say something or tell an adult if someone is being hurtful, and will do their part to be kind even if they don’t like something they say or do. (AC.K-2.18)</td>
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</tbody>
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**Teaching Tolerance Website**

https://www.tolerance.org/

### Adopted Texts and Materials

**Textbook**: Harcourt Trophies

**Recommended Extended Texts:**
- *Black Bears*, Marcia Freeman
- *Fishing Bears*, Ruth Berman
- *Frog and Toad All Year*, Arnold Lobel
- *How Do Seeds Travel?*, Isabelle Masani
- *How to Be a Nature Detective*, Millicent E. Selsam
- *Little House, The*, Virginia Lee Burtob
- *Sitti’s Secrets*, Naomi Shihab Nye
- *Tell Me a Story*, Alma Flor Ada
- *The Puddle*, David McPhail

**Recommended Short Texts:**
- *Arthur Writes a Story*, Marc Brown
- *How a Book is Made*, Aliki
- *I Swam with a Seal*, Charlotte Agell, TE Volume 5 p. 6R
- *Jack and the Beanstalk*, Mary Pope Osborne
- *Lily Brown’s Paintings*, Angela Johnson
- *Meanwhile Back at the Ranch*, Trinka Hakes Noble
- *Ming Lo Moves the Mountain*, Arnold Lobel
- *Owl Moon*, Jane Yolen
- *Pretending*, Bobbi Katz, TE Volume 5 pp. 212-213
- *Regards to the Man in the Moon*, Ezra Jack Keats
- *Rocket Writes a Story*, Tad Hill
### Multicultural Adoptions:
- *Big Turtle*, David McLimans
- *Eight Days: A Story of Haiti*, Edwidge Danticat
- *Hello, Goodbye Window, The*, Norton Juster
- *What Does Peace Feel Like?*, Vladimir Radunsky
- *Where the Forest Meets the Sea*, Jeannie Baker
- *Window*, Jeannie Baker
- *Alfredito Flies Home*, Jorge Argueta
- *A New Year’s Reunion: A Chinese Story*, Yu Li-Qiong
- *Coming on Home Soon*, Jacqueline Woodson
- *Going Home*, Eve Bunting
- *Happy Like Soccer*, Maribeth Boelts
- *Playing Loteria*, Rene Colato Lainez.
- *Sami and the Time of the Troubles*, Florence Parry Heide
- *The Relatives Came*, Cynthia Rylant
- *Waiting for Mama*, Lee Tae-Jun

### Reading and Writing Opportunities

<table>
<thead>
<tr>
<th>Research Component</th>
<th>Narrative Component</th>
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<tbody>
<tr>
<td>As a class, students will conduct research using the readings of complex texts to learn about the differences and similarities between the genres of literature and informational text.</td>
<td>Write a story about an adventure with a friend where something unexpected happens along the way.</td>
</tr>
<tr>
<td>Using this information, students will independently write an opinion piece describing which genre they like best and why.</td>
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</tbody>
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### Scholastic Leveled Bookroom:

**Level D:**
- *Footprints in the Snow*, Cynthia Benjamin
- *Just Write?*, Joanna Quick
- *Little Piglets*, Cynthia Rothman
- *Meet the Bears*, Cynthia Stuart
- *Then & Now*, Samantha Berger

**Level E:**
- *City Life and Country Life*, Julie Moriarty
- *City or Country?*, J.C. Ellen
- *Horses Help*, Janelle Cherrington

**Level F:**
- *Ellen Ochoa*, Pamela Walker

**Level H:**
- *Little Critter: Just Me and My Dad*, Mercer Mayer

**Level I:**
- *Gobi Desert, The*, Karen Alexander
- *Kim’s Trip to Hawaii*, Carlie Cohenerger
- *Now I Know: Bears*, Melvin & Gilda Berger
- *Small Pig*, Arnold Lobel
- *Who Wants a Ride?*, Robin Bernard
### Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- DOK Levels
- DOK Stems
- Hess’s Matrix

### Additional Instructional Resources

- Electronic Resources and Alternative Media:
  - *What Does Peace Feel Like?*, Vladimir Radunsky
  - *What Does Peace Feel Like? Worksheet*

- Timeline Graphic Organizer
- Writing Rubric
- Graphic Organizer

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1**Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student's lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2**Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3**Constant Standards** are routinely addressed to reinforce grade-level mastery.