

Map: **ELA Grade 1 Part 1** Grade Level: **1**District: **Island Trees**Created: **12/21/2006** Last Updated: **02/13/2007**

	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Standards/PIs</b>
Unit 1	How can recognizing letter/sound patterns help me to figure out a word that I don't know?	<p><b>Unit 1- Weeks 1-6</b></p> <p><b>Phonics, Decoding, and Structural Analysis</b></p> <p><b>Word Study</b></p>	<p><b>Consonants/Vowels</b></p> <p>Recognize consonants</p> <p>Short vowel sounds a</p> <p>Phonograms -an, -ap, -at.</p> <p>Short i</p> <p>Phonograms -ig,-it.</p> <p>Short o</p> <p>phonograms -op,-ot.</p> <p>Short e</p> <p>Phonograms -en, -et.</p> <p>Short u</p> <p>Phonograms -ug, -up,-ut.</p> <p>Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words.</p> <p>Segment spoken words into component sounds.</p> <p><b>High Frequency Words</b></p> <p>Recognize and read high frequency words</p>	<p><b>ELA2-K1-1A [2004]</b></p> <p><b>ELA1-K1-1E [2004]</b></p> <p><b>ELA2-K1-1B [2004]</b></p>

			See Teacher Guide AR 61		
Unit 2	How can I use reading comprehension tools to help me understand what I am reading?	<p><b>Literary elements and themes.</b></p> <p><b>Comprehension strategies.</b></p> <p><b>Genre.</b></p> <p><b>Listening skills.</b></p>	<p><b>Literary Elements:</b></p> <p>Distinguishes between major/minor characters.</p> <p>Identifies main idea.</p> <p>Connects cause/effect.</p> <p>Supports main idea with details.</p> <p>Summarizes problem/solution.</p> <p>Compares and contrasts text.</p> <p><b>Comprehension Strategies:</b></p> <p>Identifies sequence of events.</p> <p>Re-tells important events</p> <p>Activates background knowledge.</p> <p>Predicts before, during, and after reading.</p> <p>Infers meaning from text.</p> <p>Draws conclusions from text</p>		<p><b>ELA1-K1-1A [2004]</b></p> <p><b>ELA1-K1-1E [2004]</b></p> <p><b>ELA1-K1-1D [2004]</b></p> <p><b>ELA1-K1-1F [2004]</b></p> <p><b>ELA3-K1-1A [2004]</b></p> <p><b>ELA3-K1-1B [2004]</b></p> <p><b>ELA4-K1-1A [2004]</b></p> <p><b>ELA4-K1-1B [2004]</b></p>
	How does listening and speaking help	<b>Listen for main idea, for sequence</b>	<b>Listening:</b>		<b>ELA1-K1-1A [2004]</b>

Unit 3	me to understand what I read?	<p><b>Listen to classify fact/fantasy.</b></p> <p><b>Listen to rhyming words and patterns.</b></p>	<p>Reads aloud to improve fluency and oral expression.</p> <p>Reads with appropriate phrasing.</p> <p>Produces correct voice inflection for special print and punctuation.</p> <p>Applies common sight words in context.</p> <p>Expands vocabulary to improve understanding.</p>		<p><b>ELA1-K1-1D [2004]</b></p> <p><b>ELA1-K1-1E [2004]</b></p> <p><b>ELA1-K1-1F [2004]</b></p> <p><b>ELA2-K1-1A [2004]</b></p> <p><b>ELA2-K1-1E [2004]</b></p> <p><b>ELA2-K1-1B [2004]</b></p> <p><b>ELA2-K1-1C [2004]</b></p> <p><b>ELA2-K1-1D [2004]</b></p> <p><b>ELA3-K1-1D [2004]</b></p> <p><b>ELA4-K1-1A [2004]</b></p> <p><b>ELA4-K1-1B [2004]</b></p> <p><b>ELA4-K1-1C [2004]</b></p>	
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	How can I communicate my ideas through writing, so that others can understand me?	<p><b>Writing mechanics.</b></p> <p><b>Grammar usage.</b></p> <p><b>Handwriting.</b></p>	<p><b>Grammar:</b></p> <p>Knowledge and application of nouns and verbs.</p> <p><b>Writing Mechanics:</b></p> <p>Application of the writing process.</p> <p><b>Handwriting:</b></p> <p>Applies handwriting skills for neatness and accuracy.</p>	<p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K2-2C [2004]</p>
Unit 5	How can recognizing letter/sound patterns to help me figure out a word that I don't know?	<p><b>Unit 2 Weeks 7-12</b></p> <p><b>Phonics, Decoding and Structural Analysis</b></p> <p><b>Recognize final consonants and vowel sounds</b></p> <p><b>Final ck Plurals</b></p> <p><b>Recognize and read high frequency words (See Teacher Guide Unit 6 p.AR51)</b></p>	<p><b>Phonics:</b></p> <p>Recognizes Letter/sound patterns</p> <p>vowel sounds: a,i,o</p> <p>final consonants:n,t,d,p,g,m,b,k,s,f,l,r</p> <p>final sounds of: ck,x,s(plural)</p> <p>inflected endings:-ing, -s(no spelling change)</p> <p><b>Decoding:</b></p> <p>Applies appropriate decoding strategies to solve unknown words including: Picture clues</p>	<p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1C [2004]</p>

Unit 6	How can I use reading comprehension tools to help me understand what I am reading?	<p><b>Classifies information</b></p> <p><b>Comprehension:</b></p> <p><b>Setting</b></p> <p><b>Sequence</b></p> <p><b>Author's purpose</b></p>	<p><b>Comprehension Skills:</b></p> <p>Uses context clues to enhance comprehension.</p> <p>Recognizes and draws conclusions between cause and effect.</p> <p>Is able to make predictions.</p> <p>Demonstrates knowledge of setting.</p> <p>Comprehends authors purpose.</p>		<p><b>ELA1-K1-1A [2004]</b></p> <p><b>ELA1-K1-1B [2004]</b></p> <p><b>ELA1-K1-1C [2004]</b></p> <p><b>ELA1-K1-1D [2004]</b></p> <p><b>ELA1-K1-1E [2004]</b></p> <p><b>ELA1-K1-1F [2004]</b></p>	

			Recognizes and comprehends sequence of events. Understands new vocabulary. Recognizes and reads high frequency words.		<b>ELA1-K1-1F</b> <b>[2004]</b> <b>ELA3-K1-1A</b> <b>[2004]</b> <b>ELA3-K1-1B</b> <b>[2004]</b> <b>ELA3-K1-1D</b> <b>[2004]</b> <b>ELA4-K2-2C</b> <b>[2004]</b>	
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7	How does listening and speaking help me to understand what I read?	<p><b>Literary elements and themes.</b></p> <p><b>Comprehension strategies.</b></p> <p><b>Genre.</b></p> <p><b>Listening skills.</b></p> <p><b>Spelling.</b></p>	<p><b>Literary Elements and Themes:</b></p> <p>Listens for cause and effect.</p> <p>Listens for context clues</p> <p>Listens for setting</p> <p>Identifies author's purpose</p> <p><b>Listening:</b></p> <p>Rereads for fluency</p> <p>Listens to predict</p> <p>Recognizes antonyms .</p> <p>Listens for musical elements of language</p> <p>Recognizes rhyming words</p> <p><b>Spelling:</b></p> <p>Expands vocabulary</p> <p><b>Genre:</b></p> <p>Is able to classify animals</p>		<p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p>	
	How can I communicate my	<b>Writing mechanics</b>	<b>Grammar</b>		ELA1-K2-2A [2004]	

Unit 8	ideas through writing, so that others can understand me?	<p><b>Handwriting</b></p> <p><b>Grammar usage</b></p> <p><b>Genre</b></p> <p><b>Literary skills</b></p> <p><b>Research and study skills</b></p>	<p>Is able to identify and write complete sentences</p> <p>Is able to write telling sentences.</p> <p><b>Writing Mechanics:</b></p> <p>Uses correct word order in writing</p> <p>Applies writing process</p> <p><b>Research and study skills:</b></p> <p>Understands and identifies elements of book cover and title page</p> <p><b>Literary Skills:</b></p> <p>Makes predictions</p>		<p><b>ELA1-K2-2B</b> [2004]</p> <p><b>ELA1-K2-2C</b> [2004]</p> <p><b>ELA1-K2-2E</b> [2004]</p> <p><b>ELA1-K2-2F</b> [2004]</p> <p><b>ELA1-K2-2G</b> [2004]</p> <p><b>ELA1-K2-2D</b> [2004]</p> <p><b>ELA2-K2-2C</b> [2004]</p> <p><b>ELA3-K2-2A</b> [2004]</p> <p><b>ELA3-K2-2C</b> [2004]</p> <p><b>ELA3-K2-2D</b> [2004]</p> <p><b>ELA3-K2-2A</b> [2004]</p> <p><b>ELA4-K2-2C</b> [2004]</p> <p><b>ELA4-K2-2A</b> [2004]</p> <p><b>ELA4-K2-2B</b> [2004]</p>	
Unit 9	How can recognizing letter/sound patterns help me to figure out a word that I don't know?	<p><b>Unit 3- Weeks 13-18</b></p> <p><b>Phonics, Decoding, and Structural Analysis</b></p> <p><b>Word Study</b></p>	<p><b>Decoding Strategies:</b></p> <p>Applies appropriate decoding strategies to solve unknown words including: Picture clues</p> <p>Recognizing High</p>		<p><b>ELA1-K1-1E</b> [2004]</p> <p><b>ELA2-K1-1A</b> [2004]</p> <p><b>ELA2-K1-1C</b> [2004]</p>	

		<p><b>Applies appropriate decoding strategies to solve unknown words including:</b> <b>Picture clues</b> <b>Patterns</b> <b>Phonics:Vowel Sounds</b></p>	<p>Frequency Words (See Unit 6 T.E. AR 53)</p> <p><b>Patterns</b> <b>Phonics:Vowel Sounds</b></p> <p>To decode words with short e, short u., double vowel consonants, initial r and l blends, initial s blends,initial c /s/ and g/j/, final consonants blends Decode and encode CVC words.</p>			
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	Essential Questions	Content	Skills	Standards/PIs
Unit ID	How can I use reading comprehension tools to help me understand what I am reading?	<p><b>Literary elements and themes.</b></p> <p><b>Comprehension strategies.</b></p> <p><b>Genre.</b></p> <p><b>Listening skills.</b></p>	<p>Comprehension Strategies:</p> <p>Apply compare and contrast strategies to comprehend</p>	<p><b>ELA1-K1-1A [2004]</b></p> <p><b>ELA1-K1-1B [2004]</b></p> <p><b>ELA1-K1-1C [2004]</b></p> <p><b>ELA1-K1-1D [2004]</b></p> <p><b>ELA1-K1-1E [2004]</b></p> <p><b>ELA2-K1-1A [2004]</b></p> <p><b>ELA2-K1-1B [2004]</b></p> <p><b>ELA2-K1-1C [2004]</b></p> <p><b>ELA2-K1-1D [2004]</b></p> <p><b>ELA2-K1-1E [2004]</b></p> <p><b>ELA3-K1-1D [2004]</b></p> <p><b>ELA4-K2-2C [2004]</b></p>
<b>Key to Standards used in this Map</b>				
<p><b>ELA1-K1-1A [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - gather and interpret information from childrens reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. [Elementary]</p> <p><b>ELA1-K1-1B [2004]</b> [2 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - select information appropriate to the purpose of their investigation and relate ideas from one text to another. [Elementary]</p> <p><b>ELA1-K1-1C [2004]</b> [2 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - select and use strategies they have been taught for notetaking, organizing, and categorizing information. [Elementary]</p> <p><b>ELA1-K1-1D [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - ask specific questions to clarify and extend meaning. [Elementary]</p> <p><b>ELA1-K1-1E [2004]</b> [9 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. [Elementary]</p>				

**ELA1-K1-1F [2004]** [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. [Elementary]

**ELA1-K2-2A [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts. [Elementary]

**ELA1-K2-2B [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - select a focus, organization, and point of view for oral and written presentations. [Elementary]

**ELA1-K2-2C [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference. [Elementary]

**ELA1-K2-2D [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use details, examples, anecdotes, or personal experiences to explain or clarify information. [Elementary]

**ELA1-K2-2E [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - include relevant information and exclude extraneous material. [Elementary]

**ELA1-K2-2F [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use the process of pre-writing, drafting, revising, and proofreading (the writing process) to produce well-constructed informational texts. [Elementary]

**ELA1-K2-2G [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2G - observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. [Elementary]

**ELA2-K1-1A [2004]** [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read a variety of literature of different genres: picture books; poems; articles and stories from childrens magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. [Elementary]

**ELA2-K1-1B [2004]** [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - recognize some features that distinguish the genres and use those features to aid comprehension. [Elementary]

**ELA2-K1-1C [2004]** [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. [Elementary]

**ELA2-K1-1D [2004]** [2 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - use inference and deduction to understand the text. [Elementary]

**ELA2-K1-1E [2004]** [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. [Elementary]

**ELA2-K2-2A [2004]** [1 occurrence] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. [Elementary]

**ELA2-K2-2B [2004]** [1 occurrence] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - explain the meaning of literary works with some attention to meanings beyond the literal level. [Elementary]

**ELA2-K2-2C [2004]** [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary. [Elementary]

**ELA2-K2-2D [2004]** [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - observe the conventions of grammar and usage, spelling, and punctuation. [Elementary]

**ELA3-K1-1A [2004]** [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor. [Elementary]

**ELA3-K1-1B [2004]** [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. [Elementary]

**ELA3-K1-1D [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. [Elementary]

**ELA3-K2-2A [2004]** [3 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. [Elementary]

**ELA3-K2-2C [2004]** [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.). [Elementary]

**ELA3-K2-2D [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. [Elementary]

**ELA4-K1-1A [2004]** [3 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively and recognize when it is appropriate for them to speak. [Elementary]

**ELA4-K1-1B [2004]** [3 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - take turns speaking and respond to others ideas in conversations on familiar topics. [Elementary]

**ELA4-K1-1C [2004]** [2 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. [Elementary]

**ELA4-K2-2A [2004]** [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions. [Elementary]

**ELA4-K2-2B [2004]** [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message. [Elementary]

**ELA4-K2-2C [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss published letters, diaries, and journals to learn the conventions of social writing. [Elementary]