

Map: **English Language Arts Grade1-Part 2 - LMinotto/LSklow** Grade Level: **1** School Year: **2008-2009**Author: **Leigh Minotto** District/Building: **Island Trees/Michael F. Stokes School**Created: **07/20/2009** Last Updated: **07/20/2009**This map copied from: **English Language Arts Grade1-Part 2** by **Susan Kelly**

| | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
|--------|--|---|---|-------------|---|-----------------|
| Unit 1 | How does listening and speaking help me to understand what I read? | <p>Unit 3- Weeks 13-18</p> <p>Expand vocabulary.</p> <p>Ask questions.</p> <p>Listen to a Big Book.</p> <p>Listen to compare and contrast.</p> <p>Reread for fluency.</p> | <p>Vocabulary:</p> <p>Employs helping words</p> <p>Comprehends/uses homonyms.</p> <p>Expand vocabulary with days of week, time, and things that go together/feeling words.</p> <p>Recognize High Frequency Words, See T.E. p.53 & 54</p> <p>Comprehension:</p> <p>Asks questions to comprehension.</p> <p>Analyzes story details by comparing/contrasting.</p> <p>Rereads and retells to get message & improve fluency.</p> <p>Describes picture</p> <p>Listening:</p> <p>Listens for main idea.</p> <p>Listens to classify information.</p> <p>Listens for context clues/uses clues to aid decoding & comprehension.</p> <p>Listens to a description.</p> <p>Listens to a poem.</p> | | <p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1E [2004]</p> | |

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| | | | Listens to learn about a character. | | |
| Unit 2 | <p>How can I communicate my ideas through writing, so that others can understand me?</p> | <p>Grammar usage and mechanics.</p> <p>Genre and literacy skills.</p> <p>Research and study skills.</p> | <p>Grammar:</p> <p>Nouns, singular and plural nouns, proper nouns, special titles.</p> <p>Writing with nouns. Days of the week and months of the year.</p> <p>Writing:</p> <p>Make a class book, write a narrative paragraph, make a list, and write to describe something. Introduce the writing process.</p> <p>Study Skills:</p> <p>Alphabetical order, picture dictionary, recipe, diagram, and signs.</p> <p>Genre:</p> <p>Non-fiction.</p> <p>Narration and dialogue.</p> | | <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K2-2D [2004]</p> |
| Unit 3 | <p>How can recognizing letter/sound patterns help me to figure out a word that I don't know?</p> <p>How can I teach students to compare and contrast life on a ranch now versus in the past, using the book <u>On the Ranch</u> by Ellen Catala?</p> | <p>Unit 4- Weeks 19-24</p> <p>Phonics, Decoding, and Structural Analysis</p> <p>Spelling</p> <p>Word Study.</p> | <p>Vocabulary:</p> <p>Introduce high frequency words. T.E. p.55</p> <p>Introduce and read compound words.</p> <p>Phonics skills:</p> <p>Introduce and practice Long a (CVCe), long o, long i (CVCe), long u, long e (ee, e).</p> <p>Introduce and practice inflected ending -ed, initial digraphs ch and th, sh, wh, medial consonants, final digraphs.</p> <p>Spelling Words:</p> | | <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1C [2004]</p> |

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| | | | With Long a With short and long a With long o With long i With initial and final digraphs With long e | | | |
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| Unit 4 | How can I use reading comprehension tools to help me understand what I am reading? | Comprehension review Vocabulary. | Comprehension: Distinguish between realism and fantasy. Compare and contrast Identify setting, theme, main idea, plot, and author's purpose. Vocabulary: Identify and read High-frequency words. | | ELA1-K1-1A [2004] ELA1-K1-1C [2004] ELA1-K1-1D [2004] ELA1-K1-1E [2004] ELA1-K1-1F [2004] ELA3-K1-1D [2004] ELA4-K2-2C [2004] ELA2-K2-2C [2004] ELA2-K2-2D [2004] | |
| Unit 5 | How does listening and speaking help me to understand what I read? | Expand Vocabulary Listening skills Viewing. | Vocabulary: Sequence words Multiple meaning words Recognize and use homonyms, synonyms, review compound words. Use polite language. Follow and give directions. Listening: Listen to a story, a big book, a poem & a song Listen for realism or fantasy. Listen and respond to a phone message Listen for theme. | | ELA1-K1-1D [2004] ELA1-K1-1E [2004] ELA1-K1-1F [2004] ELA2-K1-1E [2004] ELA2-K2-2A [2004] ELA2-K2-2B [2004] ELA2-K2-2C [2004] ELA3-K2-2D [2004] ELA3-K1-1D [2004] ELA4-K1-1A [2004] ELA4-K1-1B [2004] ELA4-K1-1C [2004] | |

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| | | | <p>Listen for main idea, author's purpose, & details.</p> <p>Listen to an article</p> <p>Listen for plot.</p> <p>Listen to riddles.</p> <p>Reread for fluency.</p> | | |
| Unit 6 | How can I communicate my ideas through writing, so that others can understand me? | <p>Grammar usage and mechanics.</p> <p>Genre and literacy skills.</p> <p>Research and study skills.</p> | <p>Grammar:</p> <p>Action words (verbs), verbs with plural subjects, verbs with plural subjects.</p> <p>Present and past tense.</p> <p>Verb: <i>to be</i></p> <p>Contractions</p> <p>Genre and Study Skills:</p> <p>Folktales, Parts of a book (table of contents, narrative nonfiction, animal fantasy, and humor.</p> <p>Study Skills:</p> <p>Bar graph, calendar, glossary, and maps.</p> <p>Writing:</p> <p>Write a summary.</p> <p>Write a friendly letter.</p> <p>Write about family.</p> <p>Write to compare two foods.</p> <p>Write about a story character.</p> <p>Introduce the writing process.</p> | <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p> | |

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| Unit 7 | How can recognizing letter/sound patterns help me to figure out a word that I don't know? | Unit 5 - Weeks 25-31 Phonics, Decoding, and Structural Analysis Spelling | Phonics: Long e: ea, ee,e Long a: ai, ay Long o: oa, ow. Longi: igh, ie Long o (CVCe) Long vowel with final e Vowel sounds of y (long e, long i) Vowel patterns ew, ue Spelling: Compound words Inflected endings: -ed Contractions Inflected ending -ing Singular possessives Inflected ending -es Plural -es | | ELA1-K1-1E [2004] | |
| Unit 8 | How can I use reading comprehension tools to help me understand what I am reading? | Comprehension Review Vocabulary | Comprehension Review: Predict Compare and contrast story elements Identify sequence of story events Connect cause and effect | | ELA1-K1-1A [2004] ELA1-K1-1B [2004] ELA1-K1-1C [2004] ELA1-K1-1D [2004] ELA1-K1-1E | |

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| | | | <p>Identify main idea of the story</p> <p>Identify story plot</p> <p>Identify setting</p> <p>Identify characters</p> <p>Dramatize or retell stories using props</p> <p>Vocabulary</p> <p>High frequency words See T.E. p. 57,58,59</p> | <p>[2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA4-K2-2C [2004]</p> | |
| Unit 9 | How does listening and speaking help me to understand what I read? | <p>Expand Vocabulary</p> <p>Listening</p> <p>Speaking</p> | <p>Expand Vocabulary:</p> <p>Introduce multiple meaning words</p> <p>Introduce antonyms</p> <p>Review unfamiliar words</p> <p>Introduce place names</p> <p>Review homonyms</p> <p>Introduce dinosaur names</p> <p>Introduce comparatives</p> <p>Listening:</p> <p>Listen to a big book</p> <p>Listen to predict</p> <p>Listen to compare and contrast</p> <p>Listen for main idea</p> <p>Listen for sequence</p> <p>Listen for cause and effect</p> | <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA3-K1-1D [2004]</p> | |

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| | | | <p>Listent o a fable</p> <p>Speaking:</p> <p>Reread for fluency</p> <p>Conduct a small group discussion</p> <p>Conduct a large group discussion</p> <p>Discuss how to solve a problem</p> <p>Name items found in a specific place</p> <p>Tell an orginal story in order</p> | | | |
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| Unit 10 | How can I communicate my ideas through writing, so that others can understand me? | <p>Grammar usage and mechanics</p> <p>Genre and literacy skills</p> <p>Research and study skills</p> | <p>Grammar, Usage, and Mechanics:</p> <p>Review adjectives</p> <p>Genre and literary skills</p> <p>Write a about a movie, play, or TV show</p> <p>Write a description of a story illustration</p> <p>Write facts</p> <p>Write about a favorite trip</p> <p>Write to describe something</p> <p>Explore the writing process</p> <p>Write with adjectives</p> <p>Research and study skills:</p> <p>Review maps</p> <p>Introduce the glossary and guide words</p> <p>Introduce illustrations and captions</p> <p>Introduce note taking</p> <p>Introduce periodicals</p> | | <p>ELA2-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA3-K2-2D [2004]</p> | |
| Key to Standards used in this Map | | | | | | |
| <p>ELA1-K1-1A [2004] [3 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>ELA1-K1-1B [2004] [1 occurrence] - 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>ELA1-K1-1C [2004] [3 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>ELA1-K1-1D [2004] [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>ELA1-K1-1E [2004] [6 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> <p>ELA1-K1-1F [2004] [4 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]</p> <p>ELA1-K2-2A [2004] [4 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]</p> <p>ELA1-K2-2B [2004] [1 occurrence] - 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]</p> <p>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]</p> | | | | | | |

ELA1-K2-2F [2004] [3 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] [3 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] [3 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-K1-1C [2004] [2 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-K1-1E [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] [5 occurrences] - 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] [6 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] [5 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-K1-1D [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-K2-2D [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] [2 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] [2 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]