

Map: **ELA Grade 1 Part 3** Grade Level: **1**District: **Island Trees**Created: **12/21/2006** Last Updated: **02/13/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	How can recognizing letter/sound patterns help me to figure out a word that I don't know?	<p>Unit 6- Weeks 32-38</p> <p>Phonics, Decoding, and Structural Analysis</p> <p>Spelling</p>	<p>Phonics:</p> <p>r-Controlled ar</p> <p>r-Controlled or</p> <p>r-Controlled er, ir, ur</p> <p>Diphthong ow/ou</p> <p>Vowel diphthong ou</p> <p>Vowel diphthongs oi, oy</p> <p>Suffix -ly</p> <p>Inflected endings -s,-es,-ed, -ing</p> <p>Comparative endings -er,-est</p> <p>Medial Consonants</p> <p>Multisyllabic words</p> <p>Count the number of syllables in a word.</p> <p>Long O: oa, ow</p> <p>Final digraphs ch, tch, sh, th</p> <p>Review compound words</p> <p>'s Possessives</p> <p>Spelling:</p> <p>ar words</p> <p>r-Controlled or</p>	<p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1A [2004]</p>

			er, ir, ur Diphthong ow/ou Double consonants Compound words		
Unit 2	How can I use reading comprehension tools to help me understand what I am reading?	Comprehension Review Vocabulary Information and understanding	Comprehension Review: Identify realism and fantasy Identify story theme Identify story characters Identify story sequence		ELA1-K1-1A [2004] ELA1-K1-1C [2004] ELA1-K1-1D [2004] ELA1-K1-1E [2004]

			<p>Draw conclusions</p> <p>Identify story plot</p> <p>Read grade-level informational texts to begin to collect facts and ideas (with assistance)</p> <p>Select books to meet informational needs with assistance.</p> <p>Vocabulary</p> <p>High frequency words See T.E. p. AR 51-63</p> <p>Use a picture dictionary as a resource for vocabulary development.</p> <p>Children should sight-read automatically 300-500 words (including sight and decodable words).</p>	<p>ELA1-K1-1F [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA4-K2-2C [2004]</p>
Unit 3	How does listening and speaking help me to understand what I read?	<p>Speaking</p> <p>Listening</p>	<p>Speaking:</p> <p>Introduce how to speak well</p> <p>Discuss literature</p> <p>Dramatize</p> <p>Speak to your audience</p> <p>Give directions</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p>

			<p>Speak using proper grammar</p> <p>Expand Vocabulary with -ly and -ful suffixes, multiple meaning words, and the prefix -un.</p> <p>Review synonyms and antonyms</p> <p>Listening:</p> <p>Listen to a big book</p> <p>Listen for sequence</p> <p>Listen to a poem</p> <p>Listen for theme</p> <p>Listen to a play</p> <p>Listen to draw conclusions</p> <p>Listen for plot</p> <p>Reread for fluency</p>		<p>ELA1-K2-2G [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</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?	Grammar, Usage and Mechanics Genre and Literary skills Research and Study Skills	Grammar, Usage and Mechanics: Use exclamations Write using commands Write using pronouns and personal pronouns Write with plurals Genre and Literary Skills: Write a Thank-you note Write a Book Report Write an invitation Write an advertisement Write directions Review the writing process Write with complete sentences Research and Study Skills: Use a chart and table Use a calendar Review alphabetical order to the second letter Use a glossary	ELA1-K2-2A [2004] ELA1-K2-2C [2004] ELA1-K2-2F [2004] ELA1-K2-2G [2004] ELA2-K2-2A [2004] ELA2-K2-2C [2004] ELA2-K2-2D [2004] ELA3-K2-2C [2004] ELA3-K2-2D [2004] ELA4-K2-2B [2004] ELA4-K2-2C [2004]

Key to Standards used in this Map

- ELA1-K1-1A [2004]** [2 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]
- ELA1-K1-1C [2004]** [1 occurrence] - 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]
- ELA1-K1-1D [2004]** [1 occurrence] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - ask specific questions to clarify and extend meaning. [Elementary]
- ELA1-K1-1E [2004]** [2 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]
- ELA1-K1-1F [2004]** [2 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-K2-2C [2004]** [3 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-K2-2F [2004]** [1 occurrence] - 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]** [4 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]** [1 occurrence] - 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]** [1 occurrence] - 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-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-K2-2C [2004]** [1 occurrence] - 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]** [1 occurrence] - 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]** [2 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-K2-2C [2004]** [1 occurrence] - 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]** [2 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]** [1 occurrence] - 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]** [1 occurrence] - 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]** [1 occurrence] - 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-K2-2B [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] [2 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]