



# **POCONO MOUNTAIN SCHOOL DISTRICT**

**English Language Arts  
Common Core Standards  
Grade 1**

# Common Core Alignment

## READING STANDARDS FOR LITERATURE (RL)

### Key Ideas and Details

Ask and answer questions about key details in a text. [RL.1.1]

Skills

1

2

3

4

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6

7

Knowledge

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Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]

Skills

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Knowledge

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Describe characters, settings, and major events in a story, using key details. [RL.1.3]

Skills

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Knowledge

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### Craft and Structure

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]

Skills

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Knowledge

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Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]

Skills

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Knowledge

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Identify who is telling the story at various points in a text. [RL.1.6]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Integration of Knowledge and Ideas

Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

(Not applicable to literature) [RL.1.8]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Range of Reading and Level of Text Complexity

With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

### Key Ideas and Details

Ask and answer questions about key details in a text. [RI.1.1]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Identify the main topic and retell key details of a text. [RI.1.2]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.1.3]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## Craft and Structure

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. [RI.1.5]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## Integration of Knowledge and Ideas

Use the illustrations and details in a text to describe its key ideas. [RI.1.7]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Identify the reasons an author gives to support points in a text. [RI.1.8]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.1.9]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

### Range of Reading and Level of Text Complexity

With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

Demonstrate understanding of the organization and basic features of print. [RF.1.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [RF.1.2d]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

## Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Decode regularly spelled one-syllable words. [RF.1.3b]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [RF.1.3d]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Decode two-syllable words following basic patterns by breaking the words into syllables. [RF.1.3e]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Read words with inflectional endings. [RF.1.3f]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

<b>Fluency</b>												
Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Read grade-level text with purpose and understanding. [RF.1.4a]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## WRITING STANDARDS (W)

### Text Types and Purposes

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [W.1.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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. [W.1.3]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## Production and Distribution of Writing

(Begins in Grade 3) [W.1.4]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

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. [W.1.5]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.1.6]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Research to Build and Present Knowledge

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). [W.1.7]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

(Begins in Grade 4) [W.1.9]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Range of Writing

(Begins in Grade 3) [W.1.10]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

## SPEAKING AND LISTENING STANDARDS (SL)

### Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups. [SL.1.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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). [SL.1.1a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Presentation of Knowledge and Ideas

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) [SL.1.6]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## LANGUAGE STANDARDS (L)

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.1.1]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Print all upper- and lowercase letters. [L.1.1a]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Use common, proper, and possessive nouns. [L.1.1b]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). [L.1.1c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). [L.1.1d]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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*). [L.1.1e]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use frequently occurring adjectives. [L.1.1f]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). [L.1.1g]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Use determiners (e.g., articles, demonstratives). [L.1.1h]

Skills	1	2	3	4	5	6	7					
Knowledge	1	4	3	4	5	6	7	8	9	10	11	

Use frequently occurring prepositions (e.g., *during, beyond, toward*). [L.1.1i]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.1.2]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Capitalize dates and names of people. [L.1.2a]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Use end punctuation for sentences. [L.1.2b]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Use commas in dates and to separate single words in a series. [L.1.2c]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Knowledge of Language

(Begins in Grade 2) [L.1.3]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

## Vocabulary Acquisition and Use

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. [L.1.4]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). [L.1.4c]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

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). [L.1.5b]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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. [L.1.5d]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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., I name my hamster Nibblet because she nibbles too much because she likes that). [L.1.6]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

# Alignment to the Common Core State Standards for Phonological Awareness: Grade 1

CCSS.ELA-LITERACY.RF.1.2 DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

COMMON CORE STATE STANDARDS	ALIGNMENT TO: HEGGERTY PA CURRICULUM
<b>CCSS.ELA-Literacy.RF.1.2a:</b> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.1.2a:</b> <ul style="list-style-type: none"> <li>Identify the short or long vowel sound in words: Weeks 8-15</li> <li>Substitute the vowel sound in words: Weeks 20-23</li> </ul>
<b>CCSS.ELA-Literacy.RF.1.2b:</b> <ul style="list-style-type: none"> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>	<b>Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2b:</b> <ul style="list-style-type: none"> <li>Blending phonemes into spoken words: Weeks 3-27</li> </ul>
<b>CCSS.ELA-Literacy.RF.1.2c:</b> <ul style="list-style-type: none"> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>	<b>Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2c:</b> <ul style="list-style-type: none"> <li>Isolate and pronounce initial sounds in one-syllable and multi-syllabic words: Weeks 1-9, 15</li> <li>Isolate and pronounce medial vowel sounds in words: Weeks 8-20</li> <li>Isolate and pronounce final sounds in spoken words: Weeks 1-7, 15</li> </ul>
<b>CCSS.ELA-Literacy.RF.1.2d:</b> <ul style="list-style-type: none"> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<b>Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2d:</b> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes: Weeks 3-27</li> </ul>

# Grade 1 Curriculum Map

## Skills Unit 1

<b>Unit Summary</b>  Unit 1 provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds</li> <li>• Spell words with double-letter spellings</li> <li>• Identify Tricky Spellings 'th' &gt;/th/, /th/ and 's' pronounced /s/ or /z/</li> <li>• Consonant digraphs ('ch', 'sh', 'th', 'ng')</li> <li>• Identify Tricky Words (review from K)</li> <li>• Read stories in the decodable Reader</li> <li>• Answer story questions</li> <li>• Beginning-of-the-Year Placement Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Snap Shots</i> <b>Text Type:</b> Literary <b>Lexile:</b> 450L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students read the decodable reader "Snap Shots" to practice fluency.               <ul style="list-style-type: none"> <li>• The stories (chapters) in the reader are told from Beth's point of view. Beth is a young girl who travels to the United Kingdom to visit friends.</li> </ul> </li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.1.1 RL.1.2 RL.1.6 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1d L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5	RL.1.1 RL.1.2 RL.1.7 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.4a			L.1.2b L.1.2d

# Grade 1 Curriculum Map

## Skills Unit 2

Unit Summary				Overall Learning Outcomes			
<p>Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as <i>a</i> and <i>e</i> in <i>cake</i>). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p>				<ul style="list-style-type: none"> <li>• Read and write long vowel sounds, including separated vowel digraphs (CVCe words)</li> <li>• Identify and use common and proper nouns</li> <li>• Identify and spell Tricky Words <i>he, she, we, be, me, we, they, their, my, by, you, your</i></li> <li>• Spell dictated words</li> <li>• Unit Assessment</li> </ul>			
				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “Gran” to practice fluency.</li> <li>• The stories follow the character Gran, a well traveled grandmother who visits her grandchildren, Josh and Jen.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
Anchor Text: <i>Gran</i> Text Type: Literary Lexile: 400L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3c RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1b L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5a L.1.5c L.1.6	RL.1.1 RL.1.3 RL.1.7 RF.1.2d RF.1.3b RF.1.3c RF.1.4a RF.1.4b			L.1.2b L.1.2d

# Grade 1 Curriculum Map

## Skills Unit 3

<b>Unit Summary</b>  Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling "oo." Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/</li> <li>• Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/</li> <li>• Identify and spell Tricky Words <i>should, could, would, down, because</i></li> <li>• Spell grade-level words correctly: weekly spelling tests begin</li> <li>• Identify and use verbs and verb tenses</li> <li>• Use the writing process to compose a narrative</li> <li>• Unit Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Fables</i> <b>Text Type:</b> Literary <b>Lexile:</b> 480L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students read the decodable Reader "Fables" to practice fluency.</li> <li>• The Reader has versions of famous fables, most of which are attributable to the ancient Greek storyteller Aesop.</li> <li>• Fables are special types of stories that teach important lessons or morals.</li> <li>• Fables often feature talking animals as main characters.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RL.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e	RL.1.1 RL.1.3 RL.1.7 RL.1.10 RF.1.2d RF.1.3b RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5		L.1.1j L.1.2b L.1.2d L.1.2e

# Grade 1 Curriculum Map

## Skills Unit 4

<b>Unit Summary</b>  Introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with <i>-ed</i> as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Read and write words with r-controlled vowels</li> <li>• Review long vowel spellings, including digraphs</li> <li>• Identify and use contractions</li> <li>• Spell grade-level words correctly</li> <li>• Divide multi-syllable words into parts</li> <li>• Read and spell Tricky Words <i>today, yesterday, tomorrow</i></li> <li>• Read and write past tense verbs with <i>-ed</i></li> <li>• Compose descriptive writing pieces</li> <li>• Mid-Year Assessment</li> </ul>			
<b>Anchor Text:</b> <i>The Green Fern Zoo</i> <b>Text Type:</b> Informational <b>Lexile:</b> 610L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students read the decodable Reader "The Green Fern Zoo" to practice fluency.</li> <li>• The main character is fictional, but the information is factual.</li> <li>• Informational text features such as headings and a picture glossary are introduced.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a-g RF.1.4 RF.1.4a-b	W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1c L.1.1e L.1.1f L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4b L.1.4c L.1.5 L.1.5a L.1.6	RL.1.1 RI.1.1 RI.1.10 RF.1.2 RF.1.2c RF.1.3b RF.1.3d RF.1.3e RF.1.3f RF.1.4a RF.1.4b	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d

# Grade 1 Curriculum Map

## Skills Unit 5

<b>Unit Summary</b>  Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Segment and blend two-syllable words</li> <li>• Read and write spelling alternatives for /ch/, /j/, /v/, and /r/</li> <li>• Review single and double-letter consonants</li> <li>• Form plural nouns by adding -s, -es</li> <li>• Write words with suffixes -ed or -ing</li> <li>• Spell grade-level words correctly</li> <li>• Identify and write different sentence types</li> <li>• Use the writing process to compose a letter expressing an opinion</li> <li>• Unit Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Kate's Book</i> <b>Text Type:</b> Literary <b>Lexile:</b> 540L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students read the decodable Reader "Kate's Book" to practice fluency.</li> <li>• The Reader tells the story of a girl named Kate who writes a book about her summer vacation. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a-c	W.1.1 W.1.5 W.1.6 W.1.7	SL.1.1 SL.1.1a SL.1.1b SL.1.5 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1e L.1.1f L.1.1i L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4a L.1.4b L.1.4c	RL.1.1 RL.1.10 RF.1.1a RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.4 RF.1.4a RF.1.4b	W.1.1		L.1.1c L.1.1f L.1.1j L.1.2b L.1.2d L.1.4c

# Grade 1 Curriculum Map

## Skills Unit 6

<b>Unit Summary</b>  Students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Segment and blend two-syllable words</li> <li>• Read and write spelling alternatives for /s/, /n/, /ng/, /w/</li> <li>• Spell grade-level words correctly</li> <li>• Use past, present, and future verb tenses</li> <li>• Build phrases and expand sentences using adjectives</li> <li>• Match pronouns to antecedents</li> <li>• Use the writing process to compose a personal narrative</li> <li>• Unit Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Grace</i> <b>Text Type:</b> Literary <b>Lexile:</b> 560L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “Grace” to practice fluency.</li> <li>• The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories take us through her daily life on a farm and in the country.           <ul style="list-style-type: none"> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul> </li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.1.1 RL.1.3 RL.1.7 RL.1.9 RF.1.1 RF.1.1a RF.1.2 RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.4 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1i L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.4c L.1.5a	RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.3 RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1c L.1.1d L.1.2d L.1.2e L.1.4a L.1.4c

# Grade 1 Curriculum Map

## Skills Unit 7

<b>Unit Summary</b>  Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 2 teachers via the End-of-Year Summary sheet.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Segment and blend two-syllable words</li> <li>• Read and write spelling alternatives for /ae/, /oe/</li> <li>• Spell grade-level words correctly</li> <li>• Identify and use plural nouns</li> <li>• Identify and use correct noun-verb agreement</li> <li>• Write sentences using conjunctions</li> <li>• Use the writing process to compose instructional writing</li> <li>• End-of-the-Year Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Kay and Martez</i> <b>Text Type:</b> Literary <b>Lexile:</b> 630L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.</li> <li>• The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.1.1 RL.1.2 RL.1.3 RL.1.9 RI.1.5 RF.1.1a RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b	W.1.1 W.1.2 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1b L.1.1c L.1.1e L.1.1g L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4a L.1.4c L.1.6	RL.1.1 RL.1.3 RF.1.1a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a	W.1.1 W.1.2 W.1.5		L.1.1c L.1.2b L.1.2c L.1.2d L.1.4c



# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Grade 1

#### APPLICABLE TO ALL UNITS

#### **I. Provide Multiple Means of Representation**

##### **1: Provide options for perception**

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

##### **2: Provide options for language, mathematical expressions, and symbols**

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

##### **3: Provide options for comprehension**

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

#### Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- Audio Books
- KWL charts
- Magnetic Letter Boards and Tiles
- Scaffolding
- Skywriting
- Think alouds
- Graphic Organizers
- Tracing mats
- Writing prompts/sentences starters
- Writing boards
- Video
- Closed Captioning
- Artifacts

#### Resources:

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)



# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

Grade 1

### APPLICABLE TO ALL UNITS

#### II. Provide Multiple Means of Action and Expression

##### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

##### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

##### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Guided Questioning
- Integrated and assistive technology
- KWL charts
- Modeling
- Online resources
- Sentence frames
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- Thinking maps
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- Diverse representations of knowledge: oral, written, and visual

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# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

Grade 1

### APPLICABLE TO ALL UNITS

#### III. Provide Multiple Means of Engagement

##### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

##### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

##### 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- [Cooperative Learning](#)
- Choice Boards
- Differentiated Instruction
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- I do, We do, You do
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