



Hamilton Community Schools

First Grade

ELA Curriculum Map and Pacing Guide

Created June 2008

Adpated from the ELA Pacing Guide from Huron ISD

SEPTEMBER

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<ul style="list-style-type: none"> ■ Identifies initial sound in one-syllable words ■ Identifies final sound in one-syllable words ■ Blends three-four phonemes into a whole word ■ Segments three four and four-phoneme, one-syllable words <p>R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> • PA Yellow Book 	<ul style="list-style-type: none"> ■ Produces letter-sound correspondences (one/sec) ■ Reads regular one-syllable words fluently ■ Reads common sight words automatically ■ Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map) <p>**Generic scope and sequence -review of sound-symbol correspondence for the alphabet</p> <p>R.WS.01.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.</p>	<ul style="list-style-type: none"> ■ Sorts grade appropriate words with or without pictures into categories ■ Learns and uses unfamiliar words introduced in stories and informational passages ■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing <p>R.WS.01.10 Grade level vocabulary lists to be developed. (This is the DOLCH 220 Words.)</p>	<ul style="list-style-type: none"> ■ Answers who and what, questions after listening to or reading paragraphs(s) ■ Tells the main idea of a simple story (who) ■ Identifies and answers questions about characters ■ Stops while reading to assess understanding and clarify ■ Connects events, characters, and actions in the story to specific life experiences ■ Uses prior knowledge to clarify understanding <p>R.CM.01.01 Activate prior knowledge.</p> <p>R.CM.01.02 Connect personal knowledge and experience to ideas in texts.</p> <p>R.MT.01.05 Ask questions before, during, after reading.</p>	<ul style="list-style-type: none"> ■ Writes letter associated with each sound in one-syllable, phonetically regular words ■ Spells studied sight words accurately <p><u>Hamilton Community Schools</u> <u>6+1 WRITING</u></p> <ul style="list-style-type: none"> • Ideas • Conventions <ul style="list-style-type: none"> ○ What is a sentence? Distinguish between letters, words and sentences ○ Introduce capitals and ending marks

Reading	Speaking	Listening/Speaking
<p>R.IT.01.01 Identify and describe a variety of informational genre including</p> <ul style="list-style-type: none"> -simple how-to books -science and social studies magazines <p>R.AT.01.01 Be enthusiastic about reading and learning how to read</p>	<p>S.CN.01.01 Use singular and plural nouns</p> <p>S.CN.01.02 Use contractions (isn't, aren't can't, won't)</p>	<p>L.CN.01.01 Give, restate, and follow two step directions.</p>

OCTOBER

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<ul style="list-style-type: none"> ■ Identifies initial sound in one-syllable words ■ Identifies final sound in one-syllable words ■ Identifies medial sound in one-syllable words ■ Blends three-four phonemes into a whole word <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> • PA Yellow Book 	<ul style="list-style-type: none"> ■ Produces letter-sound correspondences (one/sec) ■ Decodes words with consonant blends ■ Reads regular one-syllable words fluently ■ Reads common sight words automatically ■ Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map) ■ Rereads and self-corrects while reading <p>**Generic scope and sequence -teach double spelling rules for ff, ll, ss -teach ing endings</p> <p>R.WS.01.05 Recognize grade one frequently encountered words in print and out of context automatically. (DOLCH 220 Words)</p>	<ul style="list-style-type: none"> ■ Sorts grade appropriate words with or without pictures into categories ■ Learns and uses unfamiliar words introduced in stories and informational passages ■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing 	<ul style="list-style-type: none"> ■ Answers who and what, questions after listening to or reading paragraphs(s) ■ Tells the main idea of a simple story (who) ■ Identifies and answers questions about characters and setting ■ Retells the main ideas of simple stories ■ Stops while reading to assess understanding and clarify ■ Connects events, characters, and actions in the story to specific life experiences ■ Uses prior knowledge to clarify understanding <p>R.CM.01.03 Retell up to three important ideas and details of familiar simple oral and written text in sequence.</p> <p>R.MT.01.02 Recognize when meaning is breaking down.</p>	<ul style="list-style-type: none"> ■ Writes letter associated with each sound in one-syllable, phonetically regular words ■ Spells one-syllable words correctly and independently ■ Spells studied sight words accurately <p>W.GN.01.01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate</p> <ul style="list-style-type: none"> - sequence of events - sense of story (beginning, middle, end) - physical features of characters. <p>W.PR.01.02 Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.</p> <p><u>Hamilton Community Schools</u> 6+1 WRITING</p> <ul style="list-style-type: none"> • Organization <ul style="list-style-type: none"> ○ 3+sentences connected • Conventions <ul style="list-style-type: none"> ○ Caps and ending marks <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> • Units 1 and 2

Reading	Speaking	Listening/Speaking
<p>R.CS.01.01 Develop and discuss shared standards.</p> <p>R.IT.01.02 Discuss informational text patterns</p> <ul style="list-style-type: none"> -sequential -enumerative 	<p>S.DS.01.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.</p> <p>S.CN.01.03 Use singular possessive pronouns (my/mine, his/her, hers, your/s)</p>	<p>L.CN.01.01 Give, restate, and follow two step directions.</p> <p>L.CN.01.02 Ask appropriate questions during a presentation or report.</p>

NOVEMBER

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<ul style="list-style-type: none"> ■ Identifies final sound in one-syllable words ■ Identifies medial sound in one-syllable words ■ Blends three-four phonemes into a whole word <p>R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning.</p> <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> • PA Yellow Book 	<ul style="list-style-type: none"> ■ Produces letter-sound correspondences (one/sec) ■ Produces sounds to common letter combinations ■ Decodes words with consonant blends ■ Decodes words with letter combinations ■ Reads regular one-syllable words fluently ■ Reads common sight words automatically ■ Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map) ■ Rereads and self-corrects while reading <p><i>**Generic scope and sequence</i> -teach ending s = /s/ and /z/</p> <p>R.WS.01.04 Use structural cues to recognize one syllable words, blends, and consonant diagraphs</p> <ul style="list-style-type: none"> -letter/sound -onset and rimes -whole word chunks -word families -diagraphs <i>th, ch, sh.</i> 	<ul style="list-style-type: none"> ■ Sorts grade appropriate words with or without pictures into categories ■ Learns and uses unfamiliar words introduced in stories and informational passages ■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing 	<ul style="list-style-type: none"> ■ Answers when and where questions after listening to or reading paragraphs(s) ■ Tells the main idea of a simple story (who) ■ Identifies and answers questions about characters and setting ■ Retells the main ideas of simple stories ■ Retells a story and includes characters, settings, and important events ■ Stops while reading to assess understanding and clarify ■ Connects events, characters, and actions in the story to specific life experiences ■ Uses prior knowledge to clarify understanding <p>R.CM.01.04 Make text-to-self and text-to text connections and comparisons.</p> <p>R.MT.01.01 Self-monitor comprehension when reading grade level appropriate text.</p> <p>R.MT.01.03 Use simple fix-up strategies to increase comprehension.</p>	<ul style="list-style-type: none"> ■ Writes letter associated with each sound in one-syllable, phonetically regular words ■ Spells one-syllable words correctly and independently ■ Spells studied sight words accurately <p>W.PR.01.01 With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text</p> <p>W.PR.01.03 Incorporate literary language (i.e., once upon a time)</p> <p><u>Hamilton Community Schools</u> <u>6+1 WRITING</u></p> <ul style="list-style-type: none"> • Organization <ul style="list-style-type: none"> ○ Use graphic organizers ○ Word bridges ○ Literary language (Once upon a time) ○ First/Next/Last • Voice • Conventions <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> • Units 3, 4, 5 and tests

Reading	Speaking	Listening/Viewing
<p>R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit.</p> <p>R.NT.01.02 Identify and describe a variety of genre including realistic fiction, fantasy, folktales</p>	<p>S.DS.01.02 Tell/retell familiar stories (realistic fiction, fantasy, folktale) using</p> <ul style="list-style-type: none"> -a problem solution pattern -appropriate story grammar -proper sequence -a prop while maintaining appropriate posture and eye contact 	<p>L.RP.01.01 Listen to or view and discuss a variety of genres</p> <p>L.CN.01.03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)</p>

DECEMBER

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<ul style="list-style-type: none"> ■ Identifies medial sound in one-syllable words ■ Blends three-four phonemes into a whole word <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> • PA Yellow Book 	<ul style="list-style-type: none"> ■ Produces sounds to common letter combinations ■ Decodes words with consonant blends ■ Decodes words with letter combinations ■ Reads regular one-syllable words fluently ■ Reads words with common word parts ■ Reads common sight words automatically ■ Reads accurately (instructional/independent percentages from running records) ■ Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map) ■ Rereads and self-corrects while reading <p>**Generic scope and sequence -teach schwa /ə/</p>	<ul style="list-style-type: none"> ■ Sorts grade appropriate words with or without pictures into categories ■ Learns and uses unfamiliar words introduced in stories and informational passages ■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing 	<ul style="list-style-type: none"> ■ Answers when and where questions after listening to or reading paragraphs(s) ■ Tells the main idea of a simple story or topic of an informational passage by answering who and what ■ Identifies and answers questions about characters, settings and events ■ Makes and verifies predictions based on information from the story ■ Retells the main ideas of simple stories ■ Retells a story and includes characters, settings, and important events ■ Stops while reading to assess understanding and clarify ■ Connects events, characters, and actions in the story to specific life experiences ■ Uses prior knowledge to clarify understanding 	<ul style="list-style-type: none"> ■ Spells one-syllable words correctly and independently ■ Spells studied sight words accurately <p>W.GN.01.02 Approximate poetry based on reading a wide variety of grade level appropriate poetry.</p> <p>W.PR.01.04 Read drafts of their work to clarify meaning and attempt some revision.</p> <p><u>Hamilton Community Schools</u> <u>6+1 WRITING</u></p> <ul style="list-style-type: none"> • Voice <ul style="list-style-type: none"> ○ Poetry • Conventions <ul style="list-style-type: none"> ○ Editing <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> • Units 6 and 7 and tests

Reading	Speaking	Listening/Speaking
R.CS.01.02 Begin to self-assess the qualities of personal or other written text with teacher guidance.	S.CN.01.04 Use conjunctions to express relationships (because, if, after)	L.RP.01.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

JANUARY

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<ul style="list-style-type: none"> Blends three-four phonemes into a whole word <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> PA Yellow Book 	<ul style="list-style-type: none"> Produces sounds to common letter combinations Decodes words with letter combinations Reads regular one-syllable words fluently Reads words with common word parts Reads common sight words automatically Reads accurately (instructional/independent percentages from running records) Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map) Rereads and self-corrects while reading <p>**Generic scope and sequence</p> <p>-teach beginning blends with two sounds: br, cr, fr, gr, pr, tw, sw, dr, tr, bl, sl, pl, gl, cl, fl, sp, sc, st, sm, sn, sk</p> <p>-teach beginning blends with digraphs: spr, thr, squ,</p> <p>-teach beginning blends with 3 sounds: spr, str, scr, spl</p> <p>-teach R-controlled vowels: /ar/=ar, /or/=or, /er/=er, ir, ur</p> <p>R.WS.01.06 Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns.</p> <p>R.FL.01.01 Automatically recognize identified grade one high frequency words whether encountered in or out of context.</p>	<ul style="list-style-type: none"> Sorts grade-appropriate words with or without pictures into categories Learns and uses unfamiliar words introduced in stories and informational passages Increases knowledge of word meanings and uses new vocabulary in speaking and writing 	<ul style="list-style-type: none"> Answers who, what, when, and where questions after listening to or reading paragraphs(s) Tells the main idea of a simple story or topic of an informational passage (who and what) Makes and verifies predictions based on information from the story Retells a story and includes characters, settings, and important events Retells correct sequence of events in a story or a chronological passage Stops while reading to assess understanding and clarify Connects events, characters, and actions in the story to specific life experiences Uses prior knowledge to clarify understanding <p>R.CM.01.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.</p>	<ul style="list-style-type: none"> Spells studied sight words accurately <p>W.PR.01.05 Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.</p> <p><u>Hamilton Community Schools</u></p> <p><u>6+1 WRITING</u></p> <ul style="list-style-type: none"> Introduce Word Choice SEMESTER 1 WRITING SAMPLE: My Favorite Place <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> Units 8, 9, 10 and tests

Reading	Speaking	Listening/Speaking
<p>R.NT.01.03 Identify problem/solution, sequence of events, sense of story (beginning, middle, end)</p> <p>R.AT.01.02 Do substantial reading and writing on their own during free time in school and at home.</p>	<p>S.CN.01.05 Use inflected endings (-s, -es, -ed, -ing, -er, -est)</p> <p>S.CN.01.06 Explore and use language to communicate with a variety of audiences and for different purposes</p> <p>-requests, problem-solve, look for solutions, construct/relationships, courtesies</p>	<p>L.CN.01.05 Uses effective listening and viewing behaviors in large and small group</p>

FEBRUARY

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<p>■ Practice all skills</p> <p style="text-align: center;"><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> • PA Yellow Book 	<ul style="list-style-type: none"> ■ Produces sounds to common letter combinations ■ Decodes words with letter combinations ■ Reads regular one-syllable words fluently ■ Reads words with common word parts ■ Reads common sight words automatically ■ Reads accurately (instructional/independent percentages from running records) ■ Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map) ■ Phrasing attending to ending punctuation ■ Reads and rereads to increase familiarity <p>**Generic scope and sequence</p> <p>-teach ending syllables: el, al, en, on, in, em, om, ic, ick, ock, at, et, it</p> <p>-teach ending blends: nd, nt, st, sk, mp, sp, ct, ft, lt, lp, lk, lf, lm, ld</p> <p>-teach ending digraph blends: nth, nch</p> <p>-teach long vowel sounds: vowel/consonant/silent e, long I spelled y-e, long U-/ōō/ (rule)</p> <p>R.WS.01.07 Use strategies to identify unknown words and construct meaning</p> <p>- letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word</p> <p>- use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context)</p> <p>R.FL.01.02 Read aloud using intonation, pauses, and emphasis</p> <p>R.FL.01.03 Use punctuation cues (periods and question marks)</p>	<ul style="list-style-type: none"> ■ Sorts grade-appropriate words with or without pictures into categories ■ Learns and uses unfamiliar words introduced in stories and informational passages ■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing 	<ul style="list-style-type: none"> ■ Answers who, what, when, where and how questions after listening to or reading paragraphs(s) ■ Makes and verifies predictions based on information from the story ■ Draws conclusions about information or stories read ■ Retells a story and includes characters, settings, and important events ■ Retells correct sequence of events in a story or a chronological passage ■ Stops while reading to assess understanding and clarify ■ Connects events, characters, and actions in the story to specific life experiences ■ Uses prior knowledge to clarify understanding <p>R.CM.01.06 Map story elements across texts.</p> <p>R.MT.01.07 use a graphic organizer to sequence events in a story.</p>	<ul style="list-style-type: none"> ■ Spells studied sight words accurately <p>W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using</p> <ul style="list-style-type: none"> -descriptive -enumerative -sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas. <p>W.PR.01.06 Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including</p> <ul style="list-style-type: none"> -a word wall -class-developed checklist. <p style="text-align: center;"><u>Hamilton Community Schools</u></p> <p>6+1 WRITING</p> <ul style="list-style-type: none"> • Conventions <ul style="list-style-type: none"> ○ Editing w/above focus areas <p>SITTON SPELLING</p> <ul style="list-style-type: none"> • Units 11, 12, 13 and tests

Reading	Speaking	Listening/Speaking
<p>R.IT.01.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas</p> <ul style="list-style-type: none"> -headings -titles -labeled photographs -illustrations 	<p>S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>S.CN.01.07 In spoken informational and narrative presentations</p> <ul style="list-style-type: none"> -use props (photographs or illustrations) -maintain appropriate posture, eye contact and position. 	<p>L.CN. 01.04 Listen to the comments of a peer and respond on topic and add a connected idea</p> <ul style="list-style-type: none"> -eye contact -attentive -supportive

MARCH

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<p>■ Practice all skills</p> <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> PA Yellow Book 	<ul style="list-style-type: none"> Decodes words with letter combinations Reads regular one-syllable words fluently Reads words with common word parts Reads common sight words automatically Reads accurately (one error in 20 words) Reads fluently (one word per two-three sec mid year; one word per sec end of year) Phrasing attending to ending punctuation Reads and rereads to increase familiarity <p>**Generic scope and sequence</p> <ul style="list-style-type: none"> -teach /s/ spelled c followed by i, e, and y -teach /j/ sometimes spelled g followed by i, e, and y -teach /j/ spelled j and dge <p>R.WS.01.08 Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.</p> <p>R.WS.01.09 Know the meaning of words encountered frequently in grade one reading and oral language contexts.</p>	<ul style="list-style-type: none"> Sorts grade-appropriate words with or without pictures into categories Learns and uses unfamiliar words introduced in stories and informational passages Increases knowledge of word meanings and uses new vocabulary in speaking and writing 	<ul style="list-style-type: none"> Answers who, what, when, where and how questions after listening to or reading paragraphs(s) Draws conclusions about information or stories read Retells a story and includes characters, settings, and important events Retells correct sequence of events in a story or a chronological passage Summarizes main ideas learned about a topic from an informational passage Stops while reading to assess understanding and clarify Connects events, characters, and actions in the story to specific life experiences Uses prior knowledge to clarify understanding <p>R.CM.01.07 Graphically represent key ideas and details across texts.</p> <p>R.MT.01.08 Discuss most important ideas and themes in a text.</p>	<ul style="list-style-type: none"> Spells studied sight words accurately <p>W.PS.01.01 Develop personal style in oral, written, and visual messages</p> <ul style="list-style-type: none"> -narrative – natural language, specific action, emotion -informational – sequence, specific vocabulary, visual representation <p><u>Hamilton Community Schools</u></p> <p>6+1 WRITING</p> <ul style="list-style-type: none"> Intro Sentence Fluency <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> Units 14, 15, 16 and tests

Reading	Speaking	Listening/Speaking
<p>R.IT.01.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.</p>	<p>S.CN.01.08 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)</p>	<p>L.CN.01.04 Listen to the comments of a peer and respond on topic and add a connected idea</p> <ul style="list-style-type: none"> -eye contact -attentive -supportive

APRIL

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<p>■ Practice all skills</p> <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> PA Yellow Book 	<p>■ Reads regular one-syllable words fluently</p> <p>■ Reads common sight words automatically</p> <p>■ Reads accurately (instructional/independent percentages from running records)</p> <p>■ Reads fluently (according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map)</p> <p>■ Phrasing attending to ending punctuation</p> <p>■ Reads and rereads to increase familiarity</p> <p>**Generic scope and sequence</p> <p>-teach consonant-le after open syllables or vowel teams: table, cycle, steeple, measle</p> <p>-teach consonant-le after closed syllables: bubble, fiddle</p> <p>-teach consonant-le with silent letters: stle</p> <p>-teach all spellings for sound /ul/: le, el, al, il</p> <p>R.WS.01.11 In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.</p>	<p>■ Sorts grade-appropriate words with or without pictures into categories</p> <p>■ Learns and uses unfamiliar words introduced in stories and informational passages</p> <p>■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing</p>	<p>■ Answers who, what, when, where and how questions after listening to or reading paragraphs(s)</p> <p>■ Draws conclusions about information or stories read</p> <p>■ Retells a story and includes characters, settings, and important events</p> <p>■ Retells correct sequence of events in a story or a chronological passage</p> <p>■ Summarizes main ideas learned about a topic from an informational passage</p> <p>■ Stops while reading to assess understanding and clarify</p> <p>■ Connects events, characters, and actions in the story to specific life experiences</p> <p>■ Uses prior knowledge to clarify understanding</p> <p>R.CM.01.08 Ask questions as they read.</p> <p>R.MT.01.09 Identify author's perspective.</p> <p>R.MT.01.10 Sort and order information with teacher guidance.</p>	<p>■ Spells studied sight words accurately</p> <p>W.GN.01.04 Use a teacher-selected topic to</p> <ul style="list-style-type: none"> -write one research question -locate and begin to gather information from teacher gathered sources -organize information -use steps in the writing process to approximate a published piece. <p>W.SP.01.01 In the context of writing, spell frequently encountered one-syllable words from common word families correctly.</p> <p><u>Hamilton Community Schools</u></p> <p><u>6+1 WRITING</u></p> <ul style="list-style-type: none"> Review all traits <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> Units 17, 18, 19 and tests

Reading	Speaking	Listening/Speaking
<p>R.NT.01.04 Identify how authors/illustrators use</p> <ul style="list-style-type: none"> -illustrations to support story elements -transition words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story 	<p>S.CN.01.09 Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership. (They can provide examples of language differences in storybooks and the classroom.)</p>	<p>L.CN.01.06 Experience messages from a variety of media and differentiate between sender, receiver, and message.</p> <p>L.RP.01.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.</p>

MAY

1st Grade ELA Curriculum Map-Created June 2008

Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
<p>■ Practice all skills</p> <p><u>Hamilton Community Schools</u></p> <ul style="list-style-type: none"> PA Yellow Book 	<p>■ Reads regular one-syllable words fluently</p> <p>■ Reads common sight words automatically</p> <p>■ Reads accurately (instructional/independent percentages from running records)</p> <p>■ Reads fluently ((according to DIBELS fluency scores, found in the assessment schedule at the end of curriculum map)</p> <p>■ Phrasing attending to ending punctuation</p> <p>■ Reads and rereads to increase familiarity</p> <p>**Generic scope and sequence</p> <p>-teach /oi/ spelled oi and oy</p> <p>-teach /ou/ spelled ow and ou</p> <p>-teach /aw/ spelled oo, u</p> <p>-teach endings ing, er, ed, est after vowel team syllables-add ending</p> <p>R.FL.01.04 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.</p>	<p>■ Sorts grade-appropriate words with or without pictures into categories</p> <p>■ Learns and uses unfamiliar words introduced in stories and informational passages</p> <p>■ Increases knowledge of word meanings and uses new vocabulary in speaking and writing</p>	<p>■ Answers who, what, when, where and how questions after listening to or reading paragraphs(s)</p> <p>■ Retells a story and includes characters, settings, and important events</p> <p>■ Retells correct sequence of events in a story or a chronological passage</p> <p>■ Summarizes main ideas learned about a topic from an informational passage</p> <p>■ Stops while reading to assess understanding and clarify</p> <p>■ Connects events, characters, and actions in the story to specific life experiences</p> <p>■ Uses prior knowledge to clarify understanding</p> <p>R.CM.01.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.</p> <p>R.MT.01.06 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.</p> <p>R.MT.01.11 Discuss which comprehension strategies worked and did not work with extensive teacher guidance.</p>	<p>■ Spells studied sight words accurately</p> <p>W.SP.01.02 For other words, students will use</p> <ul style="list-style-type: none"> - structural cues (letter/sound, rimes) - environmental sources (word walls, word lists). <p>W.HW.01.01 Write upper and lower case manuscript letters legibly.</p> <p>W.AT.01.01 Be enthusiastic about writing</p> <p><u>Hamilton Community Schools</u></p> <p><u>6+1 WRITING</u></p> <ul style="list-style-type: none"> Review all traits YEAR END WRITING SAMPLE: My Favorite Place <p><u>SITTON SPELLING</u></p> <ul style="list-style-type: none"> Units 20, 21, and final test

Reading	Speaking	Listening/Speaking
<p>R.NT.01.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.</p>	<p>S.DS.01.04 Plan and deliver presentations or reports using -an informational, organizational pattern (descriptive, enumerative, or sequential)</p> <ul style="list-style-type: none"> -appropriate text features (pictures of illustrations) -an appropriate prop -providing several facts and details to make their point while maintaining appropriate posture and eye contact. 	<p>L.CN.01.06 Experience messages from a variety of media and differentiate between sender, receiver, and message.</p> <p>L.RP.01.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.</p>

JUNE

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Phonemic Awareness	Alphabetic Principle/Fluency	Vocabulary	Comprehension	Spelling/Writing
■ Review all skills	■ Review all skills	■ Review all skills	■ Review all skills	■ Review all skills

FIRST GRADE ASSESSMENT SCHEDULE

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FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>*DIBELS (September) *Given by assessment team</p> <p>*DIBELS NWF Score *3=Benchmark 24+ *2=Strategic 13-23 *1=Intensive 12 and below</p> <p>*Letter/Sound ID (as needed)</p> <p>*Dolch 220 Words *3=50+ *2=26-49 *1=25 and below</p> <p>*Running Records *3=Levels 6 or higher *2= Levels 4 and 5 *1=Levels 3 and below</p> <p>*Sitton Spelling Unit Tests</p>	<p>*DIBELS (January) *Given by assessment team</p> <p>*DIBELS NWF Score *3=Benchmark 50+ *2=Strategic 30-49 *2=Intensive 29 and below</p> <p>*Writing sample with picture *PROMPT: My Favorite Place *Rubric score 3 or 4 = 3 report card Rubric score 2 = 2 on report card Rubric score 1 = 1 on report card</p> <p>*Dolch 220 Words *3=100+ *2=51-99 *1=50 and below</p> <p>*Running Records *3=Levels 9 or higher *2=Levels 6-8 *1=Levels 6 and below</p> <p>*CVVC and CVCE word list (if ready)</p> <p>*Sitton Spelling Unit Tests</p>	<p>*CVVC and CVCE word list</p> <p>*Dolch 220 Words *3=150+ *2=76-149 *1=75 and below</p> <p>*Running Records *3=Levels 12 or higher *2=Levels 9-11 *1=Levels 8 and below</p> <p>*Any unmastered assessments from first semester</p> <p>*Sitton Spelling Unit Tests</p>	<p>*DIBELS (May) *Given by assessment team</p> <p>*DIBELS ORF Score *3=Benchmark 40+ *2=Strategic 20-39 *1=Intensive 19 and below</p> <p>*Writing sample with picture *PROMPT: My Favorite Place *Rubric score 3 or 4 = 3 report card Rubric score 2 = 2 on report card Rubric score 1 = 1 on report card</p> <p>*Dolch 220 Words *3=200+ *2=101-199 *1=100 and below <i>(Put Dolch word list into MLPP portfolio.)</i></p> <p>*Running Records *3=Levels 16 or higher *2=Levels 12-15 *1=Levels 11 and below <i>(Put hard copy of final running record showing independent level of 95% or higher and 100% comprehension into MLPP portfolio.)</i></p> <p>*Final Sitton spelling test</p> <p>*Any unmastered assessments from the school year</p>

