

Blackhawk School District

CURRICULUM

Course Title: ELA

Grade Level(s): First Grade

Time Per Week: Daily

Faculty Author(s): Karla Campagna and Shawna Terry

Date: May 2012

COURSE DESCRIPTION:

Students will be immersed in a balanced literacy program with the following components:

- Phonemic awareness
- Phonics
- Spelling
- Vocabulary
- High frequency/sight words
- Comprehension skills and strategies
- Reading comprehension
- Listening comprehension
- Speaking and Listening Skills
- Writing composition (narrative, persuasive, informational)
- Letter formation/manuscript writing
- Oral reading fluency
- Grammar
- Literature genres

The above skills will be taught through whole group instruction and small group instruction through *the Daily Five*, a student-driven management structure designed to fully engage all students in reading and writing.

Teach the following with all lessons:

Phonics/Spelling: Use the *Get Started Story* and weekly spelling lists. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Robust Vocabulary: Determine or clarify the meaning of unknown and multiple-meaning words or phrases. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrase.

Range of Reading: Read and comprehend literature and non-fictional text on grade level, reading independently and proficiently.

Writing: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Write routinely over extended time frames and shorter time frames for a range of discipline-specific, purposes, and audiences.

| <i>Lesson & Story from StoryTown/Resources</i> | <i>Skill(s) to be taught</i> | <i>PA Common Core Standard-Reading</i> | <i>Pacing</i> | <i>Future Revisions</i> |
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| <p>THEME 1</p> <p>1. Let's Tap</p> | <p>1.1 Foundational Skills <i>Sentences</i></p> <p>1.2 Reading Informational Texts Answer Questions - All lessons</p> <p>1.4 Informational Writing <i>Labels</i></p> <p>1.5 Speaking and Listening</p> | <p>Recognize the distinguishing features of a sentence.</p> <p>Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • <i>Identify and write about one specific topic</i> • <i>Participate in collaborative conversations with peers and adults in small and larger groups.</i> • <i>Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details and clarifying if something is not understood. – All Lessons</i> • <i>Recognize the distinguishing features of a sentence.</i> • <i>Ask and answer questions about key details in a text.</i> | <p>Complete each lesson in a six day cycle.</p> | |
| <p>2. The Van</p> | <p>1.1 Foundational Skills <i>Sentences</i></p> | <p>Recognize the distinguishing features of a sentence.</p> <p>Use illustrations and details in a story to describe characters, setting, or events. Describe characters, settings, and major events in a story using key details.</p> | | |

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| | <p>1.3 Reading Literature Ask Questions - All lessons</p> <p>1.4 Narrative Writing Sentences</p> <p>1.5 Speaking and Listening</p> | <ul style="list-style-type: none"> Establish “who” and “what” the narrative will be about. <p>Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings – Throughout the Year</p> | | |
| 3. Big Rigs | <p>1.1 Foundational Skills <i>Naming Parts of Sentences</i></p> <p>1.2 Reading Informational Texts <i>Build stamina for Daily 5 Routine</i></p> <p>1.4 Narrative Writing <i>Naming Parts of Sentences –Sentences About Me</i></p> <p>1.5 Speaking and Listening</p> | <p>Recognize the distinguishing features of a sentence.</p> <p>Retell stories, including key details, and demonstrate understanding of their central message.</p> <ul style="list-style-type: none"> Establish “who” and “what” the narrative will be about. Use end punctuation for sentences. | | |
| 4. Get Up, Rick | <p>1.1 Foundational Skills <i>Telling Parts of Sentences</i></p> <p>1.3 Reading Literature <i>Beginning, Middle, and End</i></p> <p>1.4 Writing <i>Telling Parts of Sentences</i></p> <p>1.5 Speaking and Listening</p> | <p>Recognize the distinguishing features of a sentence.</p> <p>Retell stories, including key details, and demonstrate understanding of their central message.</p> <ul style="list-style-type: none"> Use end punctuation. Establish “who” and “what” the narrative will be about. Produce complete sentences when appropriate to task and situation. Describe sentences about things with relevant details, expressing ideas, and feelings clearly. | | |
| 5. Dot and Bob | <p>1.1 Foundational Skills <i>Telling Parts of Sentences</i></p> | <p>Recognize the distinguishing features of a sentence.</p> <p>Compare and contrast the adventures and experiences of</p> | | |

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| | <p>1.3 Reading Literature <i>Characters</i></p> <p>1.4 Narrative Writing <i>Telling Sentences about Things</i></p> <p>1.5 Speaking and Listening</p> | <p>characters in stories.</p> <ul style="list-style-type: none"> • <i>Use end punctuation.</i> • <i>Describe sentences about events with relevant details, expressing ideas, and feelings clearly.</i> | | |
| 6. All on the Map | <p>1.1 Foundational Skills <i>Questions</i></p> <p>1.2 Reading Informational Text <i>Build stamina for Daily 5 Routine</i></p> <p>1.4 Informative Writing <i>Sentences about places. Questions</i></p> <p>1.5 Speaking and Listening</p> | <p>Recognize the distinguishing features of a sentence.</p> <ul style="list-style-type: none"> • <i>Use end punctuation.</i> • <i>Describe sentences about events with relevant details, expressing ideas, and feelings clearly.</i> | | |
| THEME 2 7. Little Red Hen Gets Help | <p>1.1 Foundational Skills <i>Exclamations</i></p> <p>1.3 Reading Literature Compare and Contrast Use other version of The Red Hen to compare and contrast stories</p> <p>1.4 Informative Writing <i>Sentences about events.</i></p> <p>1.5 Speaking and Listening</p> | <p>Recognize the distinguishing features of a sentence.</p> <p>Compare and contrast the adventures and experiences of characters in stories.</p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> • <i>Describe sentences about events with relevant details, expressing ideas, and feelings clearly.</i> | | |
| 8. Beth's Job | <p>1.3 Reading Literature Details</p> <p>1.4 Writing <i>Questions</i></p> | <p>Retell stories, including key details, and demonstrate understanding of their central message.</p> <ul style="list-style-type: none"> • <i>Use end punctuation.</i> | | |

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| <p>9. Plants Can't Jump</p> | <p>1.2 Reading Informational Texts <i>Details</i></p> <p>1.4 Informative Writing <i>Lists</i></p> <p>1.5 Speaking and Listening</p> | <ul style="list-style-type: none"> • <i>Use the illustrations and details in a text to describe its key ideas.</i> • <i>Identify and write about one specific topic.</i> • <i>Participate in collaborative conversations with peers and adults in small and larger groups.</i> • <i>Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details and clarifying if something is not understood. – All Lessons</i> | | |
| <p>10. Soccer Song</p> | <p>1.3 Reading Literature <i>Plot</i></p> <p>1.4 Narrative Writing <i>Paragraph</i></p> | <p>Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> • <i>Recount two or more appropriately sequences events using temporal words to signal event order and some sense of closure.</i> | | |
| <p>11. Land of Ice</p> | <p>1.2 Reading Informational Texts <i>Compare/Contrast</i></p> <p>1.4 Informative Writing <i>Paragraph, Animal Report, or Poster</i></p> | <p>Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> • <i>Write informative texts to examine a topic and convey ideas and information. Develop the topic with two or more facts.</i> | | |
| <p>12. King Midas and His Gold</p> | <p>1.3 Reading Literature <i>Setting</i></p> <p>1.4 Informative Writing Continued</p> | <p>Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> • <i>Write informative texts to examine a topic and convey ideas and information. Develop the topic with two or more facts.</i> | | |

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| <p>THEME 3</p> <p>13. A Butterfly Grows</p> | <p>1.2 Reading Informational Texts <i>Sequence</i></p> <p>1.4 Narrative Writing <i>Names of Days and Months</i></p> <p><i>Sequence Story</i></p> <p>1.5 Speaking and Listening</p> | <p>Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> • <i>Capitalize dates and use commas</i> • <i>Recount two or more appropriately sequenced events using temporal words to signal event order and some sense of closure.</i> • <i>Use a variety of words and phrases</i> <p>Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</p> | | |
| <p>14. Mark's Big Day</p> | <p>1.3 Reading Literature <i>Author's Purpose/Point of View, Summarize</i></p> <p>1.4 Informative Writing <i>E-mail</i></p> <p>1.5 Speaking and Listening</p> | <p>Identify who is telling the story at various points in a text.</p> <p>With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <ul style="list-style-type: none"> • <i>Participate in collaborative conversations with peers and adults in small and larger groups.</i> • <i>Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details and clarifying if something is not understood. – All Lessons</i> | | |
| <p>15. Tomas Rivera</p> | <p>1.2 Reading Informational Texts <i>Sequence, Ask Questions</i></p> <p>1.4 Narrative Writing <i>Personal Narrative</i></p> <p><i>Using I and Me</i></p> | <p>Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> • <i>Write narratives to develop real or imagined experience or events.</i> <p>Establish “who” and “what” the narrative is about. Include thoughts and feelings to describe experiences and events.</p> | | |

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| <p>16. One More Friend</p> | <p>1.3 Reading Literature <i>Main Idea, Summarize</i></p> <p>1.4 Informative Writing <i>Invitation</i></p> | <p>Retell stories, including key details, and demonstrate understanding of their central message.</p> <ul style="list-style-type: none"> • <i>With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers Write narratives to develop real or imagined experience or events.</i> | | |
| <p>17. Can Elephant's Paint?</p> | <p>1.2 Reading Informational Texts <i>Main Idea</i></p> <p>1.4 Opinion Writing <i>Book Review</i></p> | <p>Identify the main idea and retell key details of text.</p> <p>Form an opinion by choosing among given topics. Support the opinion with reasons related to the opinion.</p> | | |
| <p>18. Snow Surprise</p> | <p>1.3 Reading Literature <i>Author's Purpose/Point of View</i></p> <p>1.4 Opinion Writing <i>Convince others of the best birthday gift</i></p> | <p>Identify who is telling the story at various points in a text.</p> <p>Form an opinion by choosing among given topics. Support the opinion with reasons related to the opinion. Create an organizational structure that includes reasons and provides some sense of closure.</p> | | |
| <p>THEME 4</p> <p>19. Little Rabbit's Tale</p> | <p>1.3 Reading Literature <i>Daily 5 Routine</i></p> <p>1.4 Opinion Writing <i>Description of a favorite thing.</i></p> | <p>Describe characters, setting, and major events in story, using key details.</p> <p>Form an opinion by choosing among given topics. Support the opinion with reasons related to the opinion. Create an organizational structure that includes reasons and provides some sense of closure.</p> | | |
| <p>20. Ways People Live</p> | <p>1.2 Reading Informational Texts <i>Daily 5 Routine</i> <i>Text Features</i> <i>Use graphic organizers to show main topic and details.</i></p> <p>1.4 Informative Writing <i>Description of a place</i></p> | <p>Use various text features and search tools to locate key facts or information in a text.</p> <p>Ask and answer questions about key details in a text.</p> <p>Identify the main idea and retell key details of a text.</p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | | |

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| | <p>1.4 Speaking and Listening <i>(ex. Author's Chair)</i></p> | Describe people places, things, and events with relevant details expressing ideas and feeling clearly. | | |
| <p>21. Flake, the Missing Hamster</p> | <p>1.3 Reading Literature <i>Problem/Solution, Summarize</i></p> <p>1.4 Narrative Writing <i>(ex. Class Pet Adventure)</i></p> | <p>Describe characters, settings, and major events in a story, using key details.</p> <p>Write a narrative to describe real or imagined experiences or events.</p> <p>Establish who and what the narrative will be about.</p> <p>Recount two or more sequences of events using temporal words to signal event order and provide some sense of closure. Use a variety of words and phrases.</p> | | |
| <p>22. We're Going on a Picnic!</p> | <p>1.3 Reading Literature <i>Problem/Solution</i></p> <p>1.4 Narrative Writing <i>Description of a memory</i></p> | <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Write a narrative to describe real or imagined experiences or events.</p> <p>Establish who and what the narrative will be about. Include thoughts and feelings to describe experiences and events.</p> <p>Recount two or more sequences of events using temporal words to signal event order and provide some sense of closure. Use a variety of words and phrases.</p> | | |
| <p>23. On Saturday</p> | <p>1.2 Reading Informational Text <i>Draw Conclusions</i></p> <p>On Saturday and The River City <i>(ex. Venn diagram to compare/contrast neighborhoods)</i></p> <p>1.4 Opinion Writing</p> | <p>Use the illustrations and details in a text to describe its key ideas.</p> <p>Identify basic similarities and differences between two texts on the same topic.</p> <p>Form an opinion by choosing among given topics.</p> <p>Support the opinion with reasons related to the opinion.</p> | | |

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| | <i>Convince/ describe the best neighborhood.</i> | Create an organizational structure that includes reasons and provides some sense of closure. | | |
| 24. Mystery of the Night Song | 1.3 Reading Literature <i>Draw Conclusions</i> <i>Multiple meaning words</i> 1.4 Narrative Writing <i>Write a mystery</i> | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content. Write a narrative to describe real or imagined experiences or events. Establish who and what the narrative will be about. Include thoughts and feelings to describe experiences and events. Recount two or more sequences of events using temporal words to signal event order and provide some sense of closure. Use a variety of words and phrases. | | |
| THEME 5 | | | | |
| 25. Amazing Animals | 1.2 Reading Informational Text <i>Text Headings</i> <i>Compare 2 texts on same topic</i> 1.4 Informative Writing <i>Animals</i> | Use various text features and search tools to locate key facts or information in a text. Identify basic similarities in and differences between two texts on the same topic. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | |

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| <p>26. Blast Off!</p> | <p>1.3 Reading Literature <i>Story Elements</i></p> <p>1.4 Informative Writing Continued <i>Animals</i></p> | <p>Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> • <i>Write opinion pieces on familiar topics.</i> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | | |
| <p>27. Ebb and Flo and the Baby Seal</p> | <p>1.3 Reading Literature <i>Story Elements</i></p> <p>1.4 Opinion Writing <i>Book Review</i></p> | <p>Describe characters, settings, and major events in a story, using key details.</p> <p>Form an opinion by choosing among given topics.</p> <p>Support the opinion with reasons related to the opinion.</p> <p>Create an organizational structure that includes reasons and provides some sense of closure.</p> | | |
| <p>28. At the Crayon Factory</p> | <p>1.2 Reading Informational Text <i>Details</i></p> <p>1.4 Informative/Explanatory Writing</p> | <p>Ask and Answer questions about key details in a text.</p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | | |
| <p>29. Sand Castle</p> | <p>1.3 Reading Literature <i>Details</i></p> <p>1.4 Narrative Writing <i>Story</i></p> | <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Write a narrative to describe real or imagined experiences or events.</p> <p>Establish who and what the narrative will be about. Include thoughts and feelings to describe experiences and events.</p> <p>Recount two or more sequences of events using temporal words to signal event order and provide some sense of closure. Use a variety of words and phrases.</p> | | |

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| 30. Frog and Toad Together | 1.3 Reading Literature <i>Summarize</i> 1.4 Narrative Writing Continued <i>Story</i> | Compare and contrast the adventures and experiences of characters in stories. Write a narrative to describe real or imagined experiences or events. Establish who and what the narrative will be about. Include thoughts and feelings to describe experiences and events. Recount two or more sequences of events using temporal words to signal event order and provide some sense of closure. Use a variety of words and phrases. | | |
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