

2012-2013
English Language Arts
Curriculum Map

**FIRST
GRADE**

Volusia County Schools

Grade 1	English Language Arts		Quarter 1
Curriculum maps are an overview of the Common Core State Standards. For expected student outcomes, refer to anchor standards and grade-specific standards.			
MEASUREMENT TOPIC	STANDARD S	LEARNING TARGETS/SKILLS	KEY TERMINOLOGY
Foundational Skills <ul style="list-style-type: none"> • R-T01 Print Concepts • R-T02 Phonological Awareness • R-T03 Phonics and Word Recognition • Fluency 	LACC.1.RF.1. 1 LACC.1.RF.2. 2 LACC.1.RF.3. 3 LACC.1.RF.4. 4	Students will: <ul style="list-style-type: none"> • demonstrate understanding of the organization and basic features of print (LACC.1.RF.1.1) • demonstrate understanding of spoken words, syllables, and sounds (LACC.1.RF.2.2) • know and apply grade-level phonics and word analysis skills in decoding and words (LACC.1.RF.3.3) 	
Literary Text <ul style="list-style-type: none"> • R-T04 Key Ideas and Details • R-T05 Craft and Structure • R-T06 Integration of Knowledge and Ideas 	LACC.1.RL.1. 1-3 LACC.1.RL.2. 4-6 LACC.1.RL.3. 7 LACC.1.RL.3. 9 LACC.1.RL.4. 10	Using increasingly complex text, students will: <ul style="list-style-type: none"> • with prompting and support, ask and answer questions about key details in a text (LACC.1.RL.1.1) • retell stories, including key details, and demonstrate understanding of their central message or lesson (LACC.1.RL.1.2) • describe characters, settings, and major events in a story using key details (LACC.1.RL.1.3) • identify words and phrases in stories or poems that suggest feelings or appeal to the senses (LACC.1.RL.1.4) • explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types (LACC.1.RL.1.5) 	

<p>Informational Text</p> <ul style="list-style-type: none"> • R-T07 Key Ideas and Details • R-T08 Craft and Structure • R-T09 Integration of Knowledge and Ideas 	<p>LACC.1.RI.1. 1-3 LACC.1.RI.2. 4-6 LACC.1.RI.3. 7-9 LACC.1.RI.4. 10</p>	<p>Using increasingly complex text, students will:</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text (LACC.R1.I.1.1) • identify the main topic and retell key details of a text (LACC.1.RI.1.2) • describe the connection between two individuals, events, ideas, or pieces of information in a text (LACC.1.RI.1.3) • ask and answer questions to help determine or clarify the meaning of words and phrases in a text (LACC.1.RI.2.4) • know and use various text features to locate key facts or information in a text (LACC.1.RI.2.5) 	
<p>Writing</p> <ul style="list-style-type: none"> • W-T10 Text Types and Purposes • W-T11 Production and Distribution 	<p>LACC.1.W.1. 1-3 LACC.1.W.2. 5-6 LACC.1.W.4. 10</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 (LACC.1.W.1.1) • write informational/explanatory texts in which they name a topic, and provide some sense of closure (LACC.1.W.1.2) • 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 (LACC.1.W.1.3) • 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 (LACC.1.W.2.5) • with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (LACC.1.W.2.6) 	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • R-T12 	<p>LACC.1.SL.1. 1-3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • participate in collaborative conversations with diverse 	

Comprehension and Collaboration		partners about grade 1 topics and texts with peers and adults in small and larger groups (LACC.1.SL.1.1) <ul style="list-style-type: none"> ask and answer questions about key details in a text read aloud or information presented orally or through other media (LACC.1.SL.1.2) ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (LACC.1.SL.1.3) 	
Language <ul style="list-style-type: none"> W-T13 Conventions of Standard English R-T14 Vocabulary Acquisition 	LACC.1.L.1.1 -2 LACC.1.L.3. 4-6	Students will: <ul style="list-style-type: none"> demonstrate command of the conventions of standard English grammar and usage when writing or speaking (LACC.1.L.1.1) demonstrate the conventions of standard English capitalization, punctuation, and spelling when writing (LACC.1.L.1.2) 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 (LACC.1.L.3.4) with guidance and support from adults, demonstrate understanding word relationships and nuances in word meanings (LACC.1.L.3.5) 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 LACC.1.L.3.6) 	
Research <ul style="list-style-type: none"> W-T15 Build Knowledge R-T16 Presentation of Knowledge and Ideas 	LACC.1.W.3. 7-8 LACC.1.SL.2. 4-6	Students will: <ul style="list-style-type: none"> participate in shared research and writing projects (LACC.1.W.3.7) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question 	

		<p>(LACC.1.W.3.8)</p> <ul style="list-style-type: none">• describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (LACC.1.SL.2.4)• add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (LACC.1.SL.2.5)• produce complete sentences when appropriate to task and situation (LACC.1.SL.2.6)	
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Teaching Resources		Assessment																								
<p>Adopted Resource: Macmillan Treasures- http://www.mhln.com Units- 1, 2</p> <p>Read Aloud Anthology Big Book On Level Readers Unit 1/2 Decodable Reader ELL Teacher's Guide Teacher's Resource Book: spelling and vocabulary cards SAT 10 Test Preparation and Practice Teacher Manual for FCAT Time For Kids Articles Transparencies/Teaching Charts Oral Vocabulary cards High Frequency word cards Oral Retelling cards Dinah Zike's Foldables Literacy Workstation flip charts Fluency Solutions Audio CD and passages Home Connection Computer Literacy</p> <p><u>Interventions</u> Approaching Leveled Readers, lessons ELL Leveled Readers, lesson plans: ELL TE daily lesson pages ELL Practice Additional Lessons in TE appendix Triumphs Intervention Program: additional instruction Triumphs Practice book Treasure Chest for ELL (some schools)</p> <p><u>Enrichment</u> Beyond Leveled Reader, lesson plans TE www.macmillanmh.com Research and Inquiry</p>	<table border="1" data-bbox="846 217 1333 410"> <thead> <tr> <th>Week</th> <th>Unit 1</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>sentences – one complete thought</td> </tr> <tr> <td>2</td> <td>word order</td> </tr> <tr> <td>3</td> <td>statements</td> </tr> <tr> <td>4</td> <td>questions and exclamations</td> </tr> <tr> <td>5</td> <td>writing sentences</td> </tr> </tbody> </table> <table border="1" data-bbox="846 438 1333 660"> <thead> <tr> <th>Week</th> <th>Unit 2</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>nouns name people, places or things</td> </tr> <tr> <td>2</td> <td>plural nouns</td> </tr> <tr> <td>3</td> <td>irregular plural nouns</td> </tr> <tr> <td>4</td> <td>proper nouns</td> </tr> <tr> <td>5</td> <td>days, months, holidays</td> </tr> </tbody> </table> <ul data-bbox="774 691 1199 805" style="list-style-type: none"> • Social Studies textbook • Science textbook • Math textbook • CCSS text exemplars (Appendix B) <p>Other resources:</p> <ul data-bbox="774 863 1455 1435" style="list-style-type: none"> • Instructional <i>Navigator</i> Interactive Teacher's Edition Grade 1 Lesson Planner and Resource Center CD-ROM • Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers • www.readwritethink.org • www.ttms.org • www.flstandards.org • http://fcat.fldoe.org • www.teachersfirst.com • www.nwrel.org/assessment/lessonplans.php?odelay=2 • http://www.fcrr.org/Curriculum/studentCenterActivities.htm • http://www.volusia.k12.fl.us/LanguageArts/intervention.htm • www.macmillanmh.com • http://justreadflorida.com/educators.asp • http://justreadflorida.com/LEARN/ • http://fcrr.org • www.readwritethink.org • www.flstandards.org • www.volusia.K12.fl.us/curriculum/Edlinks/intro.html • http://fcat.fldoe.org 	Week	Unit 1	1	sentences – one complete thought	2	word order	3	statements	4	questions and exclamations	5	writing sentences	Week	Unit 2	1	nouns name people, places or things	2	plural nouns	3	irregular plural nouns	4	proper nouns	5	days, months, holidays	<p><u>District Benchmark Assessments</u></p> <ul data-bbox="1482 267 1976 423" style="list-style-type: none"> • Developmental Reading Assessment (DRA) • DIBELS • Quick Phonics Assessment • High Frequency words <p><u>Other Options for Formative and Diagnostic Assessment</u></p> <ul data-bbox="1482 539 1955 976" style="list-style-type: none"> • Quick Check throughout lessons • FCAT Format Weekly Assessments • FCAT Time for Kids, specific benchmarks and short or extended response • Show What You Know • Theme Project Wrap-Up: includes rubric • Fluency Assessment Passages • Running Records/Informal Reading Inventory • ELL Assessment: Weekly • Triumphs Assessment • Treasure Chest Assessment <p><u>Writing Folder/Portfolio Pieces</u></p> <ul data-bbox="1482 1078 1976 1166" style="list-style-type: none"> • Volusia Writes 1 • Student Revised and Edited Personal Narrative
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Grade 1	English Language Arts		Quarter 2
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MEASUREMENT TOPIC	STANDARD S	LEARNING TARGETS/SKILLS	KEY TERMINOLOGY
Foundational Skills <ul style="list-style-type: none"> • R-T01 Print Concepts • R-T02 Phonological Awareness • R-T03 Phonics and Word Recognition • Fluency 	LACC.1.RF.1. 1 LACC.1.RF.2. 2 LACC.1.RF.3. 3 LACC.1.RF.4. 4	Students will: <ul style="list-style-type: none"> • demonstrate understanding of the organization and basic features of print (LACC.1.RF.1.1) • demonstrate understanding of spoken words, syllables, and sounds (LACC.1.RF.1.2) • know and apply grade-level phonics and word analysis skills in decoding and words (LACC.1.RF.1.3) • read with sufficient accuracy and fluency to support comprehension (LACC.1.RF.4.4) 	
Literary Text <ul style="list-style-type: none"> • R-T04 Key Ideas and Details • R-T05 Craft and Structure • R-T06 Integration of Knowledge and Ideas 	LACC.1.RL.1. 1-3 LACC.1.RL.2. 4-6 LACC.1.RL.3. 7 LACC.1.RL.3. 9 LACC.1.RL.4. 10	Using increasingly complex text, students will: <ul style="list-style-type: none"> • ask and answer questions about key details in a text (LACC.1.RL.1.1) • retell stories, including key details, and demonstrate understanding of their central message or lesson (LACC.1.RL.1.2) • describe characters, settings, and major events in a story using key details (LACC.1.RL.1.3) • identify words and phrases in stories or poems that suggest feelings or appeal to the senses (LACC.1.RL.2.4) • explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types (LACC.1.RL.2.5) • use illustrations and details in a story to describe its characters, setting, or events (LACC.1.RL.2.7) 	

		<ul style="list-style-type: none"> • compare and contrast the adventures and experiences of characters in stories (LACC.1.RL.2.9) 	
Informational Text <ul style="list-style-type: none"> • R-T07 Key Ideas and Details • R-T08 Craft and Structure • R-T09 Integration of Knowledge and Ideas 	LACC.1.RI.1. 1-3 LACC.1.RI.2. 4-6 LACC.1.RI.3. 7-9 LACC.1.RI.4. 10	Using increasingly complex text, students will: <ul style="list-style-type: none"> • ask and answer questions about key details in a text (LACC.1.RI.1.1) • identify the main topic and retell key details of a text (LACC.1.RI.1.2) • describe the connection between two individuals, events, ideas, or pieces of information in a text (LACC.1.RI.1.3) • ask and answer questions to help determine or clarify the meaning of words and phrases in a text (LACC.1.RI.2.4) • know and use various text features to locate key facts or information in a text (LACC.1.RI.2.5) • distinguish between information provided by pictures or other illustrations and information provided by the words in a text (LACC.1.RI.2.6) • use the illustrations and details in a text to describe its key ideas (LACC.1.RI.3.7) • identify the reasons an author gives to support points in text (LACC.1.RI.3.8) • identify basic similarities in and differences between two texts on the same topic (LACC.1.RI.3.9) 	
Writing <ul style="list-style-type: none"> • W-T10 Text Types and Purposes • W-T11 Production and Distribution 	LACC.1.W.1. 1-3 LACC.1.W.2. 5-6 LACC.1.W.4. 10	Students will: <ul style="list-style-type: none"> • 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 (LACC.1.W.1.1) • write informational/explanatory texts in which they name and supply some facts about a topic, and provide some sense of closure (LACC.1.W.1.2) 	

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Speaking and Listening <ul style="list-style-type: none"> • R-T12 Comprehension and Collaboration 	LACC.1.SL.1.1-3	<p>Students will:</p> <ul style="list-style-type: none"> • participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (LACC.1.SL.1.1) • ask and answer questions about key details in a text read aloud or information presented orally or through other media (LACC.1.SL.1.2) • ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (LACC.1.SL.1.3) 	
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		<p>and content, using various strategies (LACC.1.L.3.4)</p> <ul style="list-style-type: none"> • with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings (LACC.1.L.3.5) • use words acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (LACC.1.L.3.6) 	
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Teaching Resources		Assessment																																					
<p>Adopted Resource: Macmillan Treasures- http://www.mhln.com Units- 2, 3, 4</p> <p>Read Aloud Anthology Big Book On Level Readers Unit 1/2 Decodable Reader ELL Teacher's Guide Teacher's Resource Book SAT 10 Test Preparation and Practice Teacher Manual for FCAT Time For Kids Articles Transparencies/Teaching Charts Oral Vocabulary cards High Frequency word cards Oral Retelling cards Dinah Zike's Foldables Literacy Workstation flip charts Fluency Solutions Audio CD and passages Home Connection Computer Literacy</p> <p>Interventions Approaching Leveled Readers, lessons ELL Leveled Readers, lesson plans: TE ELL TE daily lesson pages ELL Practice Additional Lessons in TE appendix Triumphs Intervention Program: additional instruction Triumphs Practice book Treasure Chest for ELL (some schools)</p> <p>Enrichment Beyond Leveled Reader, lesson plans TE www.macmillanmh.com Research and Inquiry</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Unit 2</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>nouns name people, places or things</td> </tr> <tr> <td>2</td> <td>plural nouns</td> </tr> <tr> <td>3</td> <td>irregular plural nouns</td> </tr> <tr> <td>4</td> <td>proper nouns</td> </tr> <tr> <td>5</td> <td>days, months, holidays</td> </tr> </tbody> </table>		Week	Unit 2	1	nouns name people, places or things	2	plural nouns	3	irregular plural nouns	4	proper nouns	5	days, months, holidays	<table border="1"> <thead> <tr> <th>Week</th> <th>Unit 3</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>action verbs</td> </tr> <tr> <td>2</td> <td>present tense verbs</td> </tr> <tr> <td>3</td> <td>past tense verbs</td> </tr> <tr> <td>4</td> <td><i>is</i> and <i>are</i></td> </tr> <tr> <td>5</td> <td>contractions with <i>not</i></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Week</th> <th>Unit 4</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><i>was</i> and <i>were</i></td> </tr> <tr> <td>2</td> <td><i>has</i> and <i>have</i></td> </tr> <tr> <td>3</td> <td><i>go</i> and <i>do</i></td> </tr> <tr> <td>4</td> <td><i>see</i> and <i>saw</i></td> </tr> <tr> <td>5</td> <td>contractions with <i>not</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Social Studies textbook • Science textbook • Math textbook • CCSS text exemplars (Appendix B) <p>Other resources:</p> <ul style="list-style-type: none"> • Instructional <i>Navigator</i> Interactive Teacher's Edition Grade 1 Lesson Planner and Resource Center CD-ROM • Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers • www.readwritethink.org • www.ttms.org • www.flstandards.org • http://fcat.fldoe.org • www.teachersfirst.com • www.nwrel.org/assessment/lessonplans.php?odelay=2 • http://www.fcrr.org/Curriculum/studentCenterActivities.htm • http://www.volusia.k12.fl.us/LanguageArts/intervention.htm • www.macmillanmh.com • http://justreadflorida.com/educators.asp • http://justreadflorida.com/LEARN/ • http://fcrr.org • www.readwritethink.org • www.flstandards.org • www.volusia.K12.fl.us/curriculum/Edlinks/intro.html • http://fcat.fldoe.org 	Week	Unit 3	1	action verbs	2	present tense verbs	3	past tense verbs	4	<i>is</i> and <i>are</i>	5	contractions with <i>not</i>	Week	Unit 4	1	<i>was</i> and <i>were</i>	2	<i>has</i> and <i>have</i>	3	<i>go</i> and <i>do</i>	4	<i>see</i> and <i>saw</i>	5	contractions with <i>not</i>	<p>District Benchmark Assessments</p> <ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) • DIBELS • Quick Phonics Assessment • High Frequency words <p>Other Options for Formative and Diagnostic Assessment</p> <ul style="list-style-type: none"> • Quick Check throughout lessons • FCAT Format Weekly Assessments • FCAT Time for Kids, specific benchmarks and short or extended response • Show What You Know • Theme Project Wrap-Up: includes rubric • Fluency Assessment Passages • Running Records/Informal Reading Inventory • ELL Assessment: Weekly • Triumphs Assessment: Weekly, mid-unit, end-of-unit • Treasure Chest Assessment <p>Writing Folder/Portfolio Pieces</p> <ul style="list-style-type: none"> • Volusia Writes 2 • Student Revised and Edited expository description • Student revised and edited persuasive book report
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<p>Informational Text</p> <ul style="list-style-type: none"> • RT07 Key Ideas and Details • RT08 Craft and Structure • RT09 Integration of Knowledge and Ideas 	<p>LACC.1.RI.1.1-3 LACC.1.RI.2.4-6 LACC.1.RI.3.7-9 LACC.1.RI.4.10</p>	<p>Using increasingly complex text, students will:</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text (LACC.1.RI.1.1) • identify the main topic and retell key details of a text (LACC.1.RI.1.2) • describe the connection between two individuals, events, ideas, or pieces of information in a text (LACC.1.RI.1.3) • know and use various text features to locate key factors or information in a text (LACC.1.RI.2.5) • distinguish between information provided by pictures or other illustrations and information provided by the words in a text (LACC.1.RI.2.6) • use the illustrations and details in a text to describe its key ideas (LACC.1.RI.3.7) • identify the reasons an author gives to support points in a text (LACC.1.RI.3.8) • identify basic similarities in and differences between two texts on the same topic (LACC.1.RI.3.9) 	
<p>Writing</p> <ul style="list-style-type: none"> • WT10 Text Types and Purposes • WT11 Production and Distribution 	<p>LACC.1.W.1.1-3 LACC.1.W.2.5-6 LACC.1.W.4.10</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 (LACC.1.W.1.1) • write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (LACC.1.W.1.2) • 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 (LACC.1.W.1.3) • 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 (LACC.1.W.2.5) 	

		<ul style="list-style-type: none"> with guidance and support from adults, use a variety of digital tools to produced and publish writing, including in collaborations with peers (LACC.1.W.2.6) 	
Speaking and Listening <ul style="list-style-type: none"> RT12 Comprehension and Collaboration 	LACC.1.SL.1. 1-3	Students will: <ul style="list-style-type: none"> participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (LACC.1.SL.1.1) ask and answer questions about key details in a text read aloud or information presented orally or through other media (LACC.1.SL.1.2) ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understand (LACC.1.SL.1.3) 	
Language <ul style="list-style-type: none"> WT13 Conventions of Standard English RT14 Vocabulary Acquisition 	LACC.1.L.1.1 -2 LACC.1.L.3.4 -6	Students will: <ul style="list-style-type: none"> demonstrate command of the conventions of standard English grammar and usage when writing or speaking (LACC.1.L.1.1) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (LACC.1.L.1.2) determine or clarify the meaning of unknown and multiple-meaning words based on grade 1 reading and content, choosing flexibly from an array of strategies (LACC.1.L.2.4) with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings (LACC.1.L.2.5) use words acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (LACC.1.L.2.6) 	
Research	LACC.1.W.3.	Students will:	

<ul style="list-style-type: none"> • WT15 Build Knowledge • RT16 Presentation of Knowledge and Ideas 	<p>7-8 LACC.1.SL.2. 4-6</p>	<ul style="list-style-type: none"> • participate in shared research and writing projects (LACC.1.W.3.7) • with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (LACC.1.W.3.8) • describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (LACC.1.SL.2.4) • add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (LACC.1.SL.2.5) • produce complete sentences when appropriate to task and situation (LACC.1.SL.2.6) 	
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Teaching Resources	Assessment																								
<p>Adopted Resource: Macmillan Treasures- http://www.mhln.com Units- 4, 5</p> <p>Read Aloud Anthology Big Book On Level Readers Unit 1/2 Decodable Reader ELL Teacher's Guide Teacher's Resource Book SAT 10 Test Preparation and Practice Teacher Manual for FCAT Time For Kids Articles Transparencies/Teaching Charts Oral Vocabulary cards High Frequency word cards Oral Retelling cards Dinah Zike's Foldables Literacy Workstation flip charts Fluency Solutions Audio CD and passages Home Connection Computer Literacy</p> <p>Interventions Approaching Leveled Readers, lessons ELL Leveled Readers, lesson plans: TE ELL TE daily lesson pages ELL Practice Additional Lessons in TE appendix Triumphs Intervention Program: additional instruction Triumphs Practice book Treasure Chest for ELL (some schools)</p> <p>Enrichment Beyond Leveled Reader, lesson plans TE www.macmillanmh.com Research and Inquiry</p>	<table border="1" data-bbox="810 207 1299 402"> <thead> <tr> <th>Week</th> <th>Unit 4</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><i>was and were</i></td> </tr> <tr> <td>2</td> <td><i>has and have</i></td> </tr> <tr> <td>3</td> <td><i>go and do</i></td> </tr> <tr> <td>4</td> <td><i>see and saw</i></td> </tr> <tr> <td>5</td> <td>contractions with <i>not</i></td> </tr> </tbody> </table> <table border="1" data-bbox="810 456 1299 651"> <thead> <tr> <th>Week</th> <th>Unit 5</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>adjectives</td> </tr> <tr> <td>2</td> <td>adjectives that compare</td> </tr> <tr> <td>3</td> <td>color words</td> </tr> <tr> <td>4</td> <td>number words</td> </tr> <tr> <td>5</td> <td>synonyms and antonyms</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Social Studies textbook • Science textbook • Math textbook • CCSS text exemplars (Appendix B) <p>Other resources:</p> <ul style="list-style-type: none"> • Instructional <i>Navigator</i> Interactive Teacher's Edition Grade 1 Lesson Planner and Resource Center CD-ROM • Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers • www.readwritethink.org • www.ttms.org • www.flstandards.org • http://fcat.fldoe.org • www.teachersfirst.com • www.nwrel.org/assessment/lessonplans.php?odelay=2 • http://www.fcrr.org/Curriculum/studentCenterActivities.htm • http://www.volusia.k12.fl.us/LanguageArts/intervention.htm • www.macmillanmh.com • http://justreadflorida.com/educators.asp • http://justreadflorida.com/LEARN/ • http://fcrr.org • www.readwritethink.org • www.flstandards.org • www.volusia.K12.fl.us/curriculum/Edlinks/intro.html • http://fcat.fldoe.org <p>District Benchmark Assessments</p> <ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) • DIBELS • Quick Phonics Assessment • High Frequency words <p>Other Options for Formative and Diagnostic Assessment</p> <ul style="list-style-type: none"> • Quick Check throughout lessons • FCAT Format Weekly Assessments • FCAT Time for Kids, specific benchmarks and short or extended response • Show What You Know • Theme Project Wrap-Up: includes rubric • Fluency Assessment Passages • Running Records/Informal Reading Inventory • ELL Assessment: Weekly • Triumphs Assessment: Weekly, mid-unit, end-of-unit • Treasure Chest Assessment <p>Writing Folder/Portfolio Pieces</p> <ul style="list-style-type: none"> • Volusia Writes 3 • Student revised and edited persuasive book report • Student revised and edited how-to article 	Week	Unit 4	1	<i>was and were</i>	2	<i>has and have</i>	3	<i>go and do</i>	4	<i>see and saw</i>	5	contractions with <i>not</i>	Week	Unit 5	1	adjectives	2	adjectives that compare	3	color words	4	number words	5	synonyms and antonyms
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Grade 1	English Language Arts		Quarter 4
Curriculum maps are an overview of the Common Core State Standards. For expected student outcomes, refer to anchor standards and grade-specific standards.			
MEASUREMENT TOPIC	STANDARD S	LEARNING TARGETS/SKILLS	KEY TERMINOLOGY
Foundational Skills <ul style="list-style-type: none"> • RT01 Print Concepts • RT02 Phonological Awareness • RT03 Phonics and Word Recognition • Fluency 	LACC.1.RF.1. 1 LACC.1.RF.2. 2 LACC.1.RF.3. 3 LACC.1.RF.4. 4	Students will: <ul style="list-style-type: none"> • know and apply grade-level phonics and words analysis skills in decoding words (LACC.1.RF.3.3) • read with sufficient accuracy and fluency to support comprehension (LACC.1.RF.4.4) 	
Literary Text <ul style="list-style-type: none"> • RT04 Key Ideas and Details • RT05 Craft and Structure • RT06 Integration of Knowledge and Ideas 	LACC.1.RL.1. 1-3 LACC.1.RL.2. 4-6 LACC.1.RL.3. 7 LACC.1.RL.3. 9 LACC.1.RL.4. 10	Using increasingly complex text, students will: <ul style="list-style-type: none"> • retell stories, including key details, and demonstrate understanding of their central message or lesson (LACC.1.RL.1.2) • describe characters, setting, and major events in a story, using key details (LACC.1.RL.1.3) • identify who is telling the story at various points in a text (LACC.1.RL.2.6) • compare and contrast the adventures and experiences of characters in stories (LACC.1.RL.3.9) 	
Informational Text <ul style="list-style-type: none"> • RT07 Key Ideas and Details • RT08 Craft and Structure • RT09 Integration of Knowledge and Ideas 	LACC.1.RI.1. 1-3 LACC.1.RI.2. 4-6 LACC.1.RI.3. 7-9 LACC.1.RI.4. 10	Using increasingly complex text, students will: <ul style="list-style-type: none"> • identify the main topic and retell key details of a text (LACC.1.RI.1.2) • describe the connection between two individuals, events, ideas, or pieces of information in a text (LACC.1.RI.1.3) • distinguish between information provided by pictures or other illustrations and information provided by the words in a text (LACC.1.RI.2.6) • identify the reasons an author gives to support points 	

		<p>in a text (LACC.1.RI.3.8)</p> <ul style="list-style-type: none"> identify basic similarities in and differences between two texts on the same topic (LACC.1.RI.3.9) 	
<p>Writing</p> <ul style="list-style-type: none"> WT10 Text Types and Purposes WT11 Production and Distribution 	<p>LACC.1.W.1.1-3 LACC.1.W.2.5-6 LACC.1.W.4.10</p>	<p>Students will:</p> <ul style="list-style-type: none"> 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 (LACC.1.W.1.1) write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (LACC.1.W.1.2) 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 (LACC.1.W.1.3) 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 (LACC.1.W.2.5) with guidance and support from adults, use a variety of digital tools to produced and publish writing, including in collaborations with peers (LACC.1.W.2.6) 	
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<p>Adopted Resource: Macmillan Treasures- http://www.mhln.com Units- 5.6</p> <p>Read Aloud Anthology Big Book On Level Readers Unit 1/2 Decodable Reader ELL Teacher's Guide Teacher's Resource Book SAT 10 Test Preparation and Practice Teacher Manual for FCAT Time For Kids Articles Transparencies/Teaching Charts Oral Vocabulary cards High Frequency word cards Oral Retelling cards Dinah Zike's Foldables Literacy Workstation flip charts Fluency Solutions Audio CD and passages Home Connection Computer Literacy</p> <p>Interventions Approaching Leveled Readers, lessons ELL Leveled Readers, lesson plans: TE ELL TE daily lesson pages ELL Practice Additional Lessons in TE appendix Triumphs Intervention Program: additional instruction Triumphs Practice book Treasure Chest for ELL (some schools)</p> <p>Enrichment Beyond Leveled Reader, lesson plans TE www.macmillanmh.com Research and Inquiry</p>	<table border="1" data-bbox="810 207 1299 402"> <thead> <tr> <th>Week</th> <th>Unit 5</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>adjectives</td> </tr> <tr> <td>2</td> <td>adjectives that compare</td> </tr> <tr> <td>3</td> <td>color words</td> </tr> <tr> <td>4</td> <td>number words</td> </tr> <tr> <td>5</td> <td>synonyms and antonyms</td> </tr> </tbody> </table> <table border="1" data-bbox="810 456 1299 651"> <thead> <tr> <th>Week</th> <th>Unit 6</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>subjects</td> </tr> <tr> <td>2</td> <td>predicates</td> </tr> <tr> <td>3</td> <td>pronouns</td> </tr> <tr> <td>4</td> <td><i>I and me</i></td> </tr> <tr> <td>5</td> <td>combining sentences</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Social Studies textbook • Science textbook • Math textbook • CCSS text exemplars (Appendix B) <p>Other resources:</p> <ul style="list-style-type: none"> • Instructional <i>Navigator</i> Interactive Teacher's Edition Grade 1 Lesson Planner and Resource Center CD-ROM • Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers • www.readwritethink.org • www.ttms.org • www.flstandards.org • http://fcat.fldoe.org • www.teachersfirst.com • www.nwrel.org/assessment/lessonplans.php?odelay=2 • http://www.fcrr.org/Curriculum/studentCenterActivities.htm • http://www.volusia.k12.fl.us/LanguageArts/intervention.htm • www.macmillanmh.com • http://justreadflorida.com/educators.asp • http://justreadflorida.com/LEARN/ • http://fcrr.org • www.readwritethink.org • www.flstandards.org • www.volusia.K12.fl.us/curriculum/Edlinks/intro.html • http://fcat.fldoe.org 	Week	Unit 5	1	adjectives	2	adjectives that compare	3	color words	4	number words	5	synonyms and antonyms	Week	Unit 6	1	subjects	2	predicates	3	pronouns	4	<i>I and me</i>	5	combining sentences	<p>District Benchmark Assessments</p> <ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) • DIBELS • Quick Phonics Assessment • High Frequency words <p>Other Options for Formative and Diagnostic Assessment</p> <ul style="list-style-type: none"> • Quick Check throughout lessons • FCAT Format Weekly Assessments • FCAT Time for Kids, specific benchmarks and short or extended response • Show What You Know • Theme Project Wrap-Up: includes rubric • Fluency Assessment Passages • Running Records/Informal Reading Inventory • ELL Assessment: Weekly • Triumphs Assessment: Weekly, mid-unit, end-of-unit • Treasure Chest Assessment <p>Writing Folder/Portfolio Pieces</p> <ul style="list-style-type: none"> • Volusia Writes 4 • Student revised and edited how-to article • Student revised and edited report
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