

BCCS
1st Grade Language Arts
Curriculum Map

(Revised 1-09)

Assessments*	Assessments*
<p>September: MLPP Letters/Sounds MLPP Phonemic Awareness/Concepts of Print (as needed)</p> <p>October: DRA (1st and 2nd weeks) MLPP Known Words Dolch PrePrimer 50% Scott Foresman Michigan Unit 1 Reading Part 1 Comprehension(T37) <i>The Ox and Bird</i> scoring sheet (T23 part 1) Writing Prompt: <i>Draw a picture of an animal you like to watch. Write one sentence about watching that animal</i> (Checklist: On topic, picture matches words, some conventions present (Proficient 2 out of 3))</p> <p>January: Dolch PrePrimer 90% and 50% Primer, Dolch Noun List – Baseline data, DRA (2nd and 3rd weeks) Scott Foresman Michigan Unit 2 Reading Part 1 Comprehension (T43)<i>Finding Dinner</i> Scoring sheet (T25 part 1) Writing Prompt: <i>You want to help at home by making a sandwich for your little brother. Draw the sandwich you would make. Then write to tell how to make the sandwich.</i> (SF 6 point rubric – Proficient Scores: 4, 5, 6)</p>	<p>March: DRA, Scott Foresman Michigan Unit 3 Reading Part 1 Comprehension (T49) <i>Is it Spring?</i> Scoring sheet (T27 part 1) Writing Prompt: <i>Think about the season you like best. Write to tell about the changes that take place in that season.</i> (SF 6 point rubric – Proficient Scores 4, 5, 6)</p> <p>May: DRA (1st and 2nd weeks) MLPP Known Words Dolch 100% PrePrimer, 90% First Grade, 33% Dolch Noun List, <i>Beavers through the Seasons</i> Project – assess one season (SF 6 point rubric – Proficient Scores: 4, 5, 6)</p> <p>DRA Running Record Levels: Scores reported to TBAISD October: Level 3 January: Level 10 March: Level 14 May: Level 16</p>
*Assessment scores reported to the principal using Scott Foresman scoring sheets	

Timeframe	GLCE	Student Skills	Resources	Integration/ Content Areas	Assessments
	Word Recognition & Word Study				See assessment box on first page
Focus 1 st & 2 nd Ongoing Interventions	R.WS.01.01	Demonstrate phonemic awareness	Scott Foresman Project READ Signs for Sounds Month by Month Phonics www.fcrr.org		

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Focus 1 st & 2 nd Ongoing Interventions	R.WS.01.02	Recognize that words are composed of sounds blended together and carry meaning.	Scott Foresman Project READ Signs for Sounds		
Focus 1 st & 2 nd Ongoing Interventions	R.WS.01.03	Know letter and sound symbols – upper/lowercase	Scott Foresman Project READ Signs for Sounds		MLPP Letters & Sounds – September Known Words
2 nd , 3 rd , 4 th	R.WS.01.04	Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and dimes, whole word chunks, word families, digraphs th, ch, sh.	Scott Foresman Project READ Signs for Sounds	2 nd , 3 rd , 4 th	R.WS.01.04
Ongoing	R.WS.01.05	Automatically recognize frequently encountered words	Scott Foresman Project READ Signs for Sounds		
MLPP Testing Window	R.WS.01.06	Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns	Preprimer-1 st Dolch Word List Dolch 95 Common Nouns List SRA Dolch Activity Kits www.theschoolbell.com/Links/Dolch/Contents.html www.starfall.com www.carlscorner.us.com www.fcrr.org www.readinga-z.com		<u>Sight Words – Dolch List</u> Oct. 50% PrePrimer Jan. 90% PrePrimer & 50% Primer May 100% PrePrimer/Primer and 90% First Grade <u>Noun List</u> January - baseline May – 33%
Ongoing	R.WS.01.07	Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.			
1 st – picture clues 2 nd through 4 th – word chunks 3 rd & 4 th – book language	R.WS.01.08	Use picture clues, word chunks, and book language to determine meaning of words in a text			

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Ongoing	R.WS.01.09	Know the meanings of words encountered frequently in grade-level reading and oral language contexts	Scott Foresman		
Timeframe	GLCE	Student Skills	Resources	Integration/ Content Areas	Assessments
	Fluency				
Ongoing	R.FL.01.01	Automatically recognize and fluently read grade-level high frequency words			
Ongoing: 1 st - Periods 2 nd - Question 3 rd - intonation	R.FL.01.02	Use punctuation cues when reading aloud with intonation, pauses, and emphasis.	Reader's Theater Choral Reading		
MLPP Testing Window	R.FL.01.03	Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.			<u>DRA Running Record</u> October – Level 3 January – Level 10 March – Level 14 May – Level 16
	Narrative Text				
Ongoing	R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	Scott Foresman <u>Martin's Big Words</u> <u>Rosa Parks</u> <u>Ruby Bridges</u> <u>Follow Drinking Gourd</u> Abraham Lincoln George Washington		
Ongoing: 1 st – Realistic Fiction 4 th – Fantasy & Folk Tales	R.NT.01.02	Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.	Scott Foresman Eric Carle books Johnny Appleseed Various fairy tales (including variations)		

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Ongoing	R.NT.01.03	Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).	Scott Foresman		
Ongoing: 1 st – Sequencing with pictures 2 nd – Sequencing with words	R.NT.01.04	Identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.	Scott Foresman Author Studies: 1 st – Eric Carle 2 nd – Leo Lionni 3 rd – Dr. Seuss 4 th - Poetry/Folktales/Fairy Tales		
Ongoing: 2 nd – making connections 3 rd – take a position	R.NT.01.05	Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	Scott Foresman		
	Informational Text				
Ongoing	R.IT.01.01	Identify and describe the basic form, features, and purpose of a variety of informational genre	Scott Foresman Scholastic News Newbridge Science		
Ongoing	R.IT.01.02	Discuss informational text patterns	Scott Foresman Scholastic News Newbridge Science		
Ongoing	R.IT.01.03	Explain how authors use text features to enhance the understanding (title, illustration, labeling)	Scott Foresman Scholastic News Newbridge Science		
Ongoing: Focus 3 rd & 4 th	R.IT.01.04	Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	Scott Foresman Scholastic News Newbridge Science		

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	Comprehension				
Ongoing: 1 st – text to self orally (prior knowledge) 2 nd – text to text orally 3 rd – oral and written connections using a Venn diagram 4 th – written connections	R.CM.01.01	Make text-to-self and text-to-text Connections by activating prior knowledge	Scott Foresman Benzie Lit. Notebooks Inferences <u>Widget</u> and <u>Stellaluna</u> <u>Cross Country Cat</u> and <u>Six Dinner Sid</u> <u>What Was I Afraid Of</u> and <u>The Little Old Lady Who Wasn't Afraid of Anything</u> <u>The Lonely Scarecrow</u> <u>The Meanest Thing to Say</u> and <u>The Bucket Story</u> <u>Brave Irene</u> and <u>Bravery Soup</u> <u>Peter's Chair</u> and <u>A Chair for My Mother</u> <u>Owl Moon</u> and <u>Moon Mouse</u> <u>The Mitten</u> and <u>The Hat Whoever You Are, Wherever You Are</u> and <u>We Are All Alike, We Are All Different</u>		
Ongoing: 2 nd – oral retelling 3 rd & 4 th – written retelling	R.CM.01.02	Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text	Scott Foresman Benzie Lit. Notebooks		

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Ongoing: 3 rd & 4 th – mapping story elements	R.CM.01.03	Compare and contrast relationships among characters, events, and key ideas within and across texts	Scott Foresman Benzie Lit. Notebooks		
Ongoing	R.CM.01.04	Apply significant knowledge from grade-level science, social studies, and mathematics texts	Scott Foresman Newbridge Science Everyday Math Scholastic News		
	Metacognition				
Ongoing: 1 st – Prediction (picture walks, think alouds) 3 rd & 4 th – Fix up strategies	R.MT.01.01 R.MT.01.02 R.MT.01.03 R.MT.01.04	Self monitor comprehension by: Prediction Visualization Re-reading / Simple Fix-Up Strategies Graphic Organizers Retelling Big Idea	Scott Foresman Benzie Lit. Notebooks		
	Critical Standards				
Ongoing	R.CS.01.01	Develop and discuss quality and accuracy of written works	Scott Foresman		
	Attitude				
Ongoing	R.AT.01.01	Be enthusiastic about reading and learning how to read	Scott Foresman		
Ongoing	R.AT.01.02	Do substantial reading and writing on their own during free time in school and at home			

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	Writing Genres				
1 st & 2 nd – Four Panel Story 3 rd & 4 th - Transitional Words	W.GN.01.01	Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end) and physical descriptions.	Scott Foresman ISD Pacing Guide	Math & Social Studies– Timelines	
4 th	W.GN.01.02	Approximate poetry based on reading a wide variety of grade-appropriate poetry.	Poetry: Rhyming, Acrostic, Haiku ISD Pacing Guide		
4 th	W.GN.01.03	Write an informational piece that addresses a focus question using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Newbridge Science <u>The Life Cycle of a Beaver</u> Scholastic News	Science: Beaver Project	Beaver Project Writing Prompt
4 th	W.GN.01.04	Use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.		Science: Beaver Project	Beaver Class Book – Students each have a page with their question/answer
3 rd and 4 th	W.PR.01.01	Set a purpose, consider audience, and begin to use styles and patterns when writing a narrative or informational piece (with teacher support)			
3 rd and 4 th	W.PR.01.02	Draft ideas using multiple sentences			
3 rd and 4 th	W.PR.01.03	Attempt to revise drafts by reading aloud and considering an audience	Color coded editing with focus on adverbs, appositives, and adjectives		Ongoing
3 rd and 4 th	W.PR.01.04	Attempt to proofread and edit using appropriate resources			

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	Personal Style				
4 th	W.PS.01.01	Develop personal style in oral, written, and visual messages in both narrative and informational writing	Letter writing Pen Pals Field trip thank you notes		
	Grammar and Usage				
3 rd and 4 th	W.GR.01.01	Use complete simple sentences beginning with a capital and ending with Punctuation. Use capitalization for names and the pronoun I.			Student Writing
	Spelling				
Ongoing	W.SP.01.01	Correctly spell frequently encountered one-syllable words from common word families.	Scott Foresman Word Walls		Student Writing Spelling tests
3 rd and 4 th	W.SP.01.02	Correctly spell less frequently encountered words using structural cues and environmental sources.	I Can Spell student dictionaries		
	Handwriting				
Ongoing	W.HW.01.01	Legibly write upper and lower case letters.	Handwriting Without Tears		
	Attitude				
Ongoing	W.AT.01.01	Be enthusiastic about writing and learning to write.			
	Speaking Conventions				
4 th	S.CN.01.01	Use common grammatical structures correctly when speaking			
4 th	S.CN.01.02	Use language to communicate effectively with a variety of audiences and for different purposes			

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Ongoing	S.CN.01.03	Speak effectively adopting appropriate tone of voice and intonation	Reader's Theater Choral Reading		
Ongoing	S.CN.01.04	Speak orally for a group.	Buzz Groups Show and Tell Authors Chair Star of the Week	4 th MP Science research project Author's Chair	
4 th	S.CN.01.05	Understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership			
	Speaking Discourse				
Ongoing	S.DS.01.01	Engage in substantive conversations, remaining focused on subject matter	Scholastic News		
3 rd and 4 th	S.DS.01.02	Tell or retell stories using story grammar with appropriate intonation and tone of voice	Scott Foresman retell cards	Field Trip to Otter Creek on Esch Road	DRA Running Record Assessment
2 nd , 3 rd , 4 th	S.DS.01.03	Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding	Scholastic News Reading Neighborhoods	Discovery Ed. Streaming	Known Words Dolch Noun List
4 th	S.DS.01.04	Plan and deliver presentations using an informational organizational pattern			4 th MP Science Research Project
	Listening & Viewing				
2 nd	L.CN.01.01	Understand, restate and follow two-step directions			
3 rd and 4 th	L.CN.01.02	Ask appropriate questions for clarification and understanding during a presentation or report	Author's Chair – Writing Guest Presentations Student sharing time		
Ongoing	L.CN.01.03	While listening, use eye contact, attention, and be supportive	Assemblies Presentations Field Trips		

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4 th	L.CN.02.04	Understand how the source of the message affects the receiver's response			
4 th	L.CN.02.05	Begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda			
	Response				
Ongoing	L.RP.01.01	Listen to or view knowledgeably and discuss a variety of genre	Teacher shared reading Lessons – 1 st grade book list		Teacher driven questioning
Ongoing	L.RP.01.02	Select, listen to or read, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit			
Ongoing	L.RP.01.03	Respond to multiple text types listened to or read, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding			