

# FIRST GRADE READING CURRICULUM MAP

September: Let's Read	October: Animals	November: Things That Go	December: Our Neighborhood At Work
ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS
<p><b>PHONOLOGICAL AWARENESS:</b> Words are made up of individual sounds(phonemes).</p> <p>Words rhyme.</p> <p>Sentences are made up of words.</p> <p><b>PHONICS:</b> Readers sound out (decode) words.</p> <p><b>VOCABULARY:</b> Readers recognize sight words.</p> <p><b>COMPREHENSION:</b> Readers recognize language and word patterns in text.</p> <p>Readers use picture clues when deciphering new words in text.</p> <p>Readers reflect upon and respond to their reading.</p> <p>Readers interact with books through speaking, writing, reading and listening to make meaning of the text.</p> <p>Authors write the words and story in a book.</p> <p>Artists illustrate a book.</p>	<p><b>PHONOLOGICAL AWARENESS:</b> Words are made up of syllables.</p> <p>I can alter syllables and word parts to form new words (i.e. rhymes, onset rimes).</p> <p><b>PHONICS:</b> Readers apply word attack skills.</p> <p>Readers use known words to help in spelling new words.</p> <p>Letter patterns are connected to sounds.</p> <p><b>VOCABULARY:</b> Readers recognize concept words in text.</p> <p>Use known words to monitor reading &amp; spelling.</p> <p>Readers recognize previously introduced vocabulary in text.</p> <p><b>COMPREHENSION:</b> Readers follow plots that have patterns and understand texts that are sequential (e.g. based upon days of the week, repeated language)</p> <p>Readers recognize characters and predict events (i.e. books in a series).</p> <p>Text has structure with a beginning, middle and end.</p>	<p><b>PHONOLOGICAL AWARENESS:</b> I can follow 3 &amp; 4 step directions.</p> <p><b>PHONICS:</b> Readers recognize and use concept words (e.g. colors, numbers, days, months).</p> <p>Readers identify and apply appropriate consonant and vowel sounds when reading.</p> <p><b>VOCABULARY:</b> Content specific vocabulary requires clarification.</p> <p><b>COMPREHENDING NON-FICTION:</b> Information can be learned before, during and after reading.</p> <p>Information from text can be used in a discussion or in writing.</p> <p>Readers ask questions while reading.</p> <p>Readers use their schema to understand non-fiction text.</p> <p><b>FLUENCY:</b> Fluent readers reflect punctuation as they read aloud (i.e. pausing, intonation).</p>	<p><b>PHONICS:</b> There is a difference among long and short vowel sounds that can be distinguished with a variety of vowel combinations.</p> <p>Readers identify and apply appropriate blends and digraphs in reading and writing words.</p> <p><b>VOCABULARY:</b> Content specific vocabulary requires interpretation.</p> <p><b>COMREHENDING NON-FICTION:</b> Context clues assist readers in deriving meaning from text.</p> <p>Readers develop new concepts and ideas from listening to and discussing texts.</p> <p>Readers draw conclusions based on information from text or pictures.</p> <p>Information can be discovered in a variety of sources (e.g. internet, dictionary, encyclopedia, glossary, table, chart, table of contents, appendix, index, newspaper).</p> <p><b>FLUENCY:</b> Readers demonstrate reading accuracy.</p> <p>Fluent readers demonstrate phrasing.</p>

**FLUENCY:**

Letters can be named rapidly when they are known automatically.

Readers match their voice to print.

**ESSENTIAL QUESTIONS****PHONEMIC AWARENESS:**

How do I practice phonemic segmentation and blending?

How do I hear, say, connect and generate words that rhyme?

How can I segment sentences into words?

**PHONICS:**

How do I read words I don't know?

**VOCABULARY:**

Why is important for me to recognize high frequency words in text?

**COMPREHENSION:**

Why should I notice language patterns or rhythms in a story?

How do readers make sense of text?

**FLUENCY:**

What does a good reader sound like?

How do I practice one-to-one correspondence?

**INSTRUCTIONAL SKILLS & STRATEGIES****PHONEMIC AWARENESS:**

- Segment phonemes
- Blend phonemes
- Hear, say, connect and generate rhymes
- Segment words in sentences

**PHONICS:**

- Sound out words

**FLUENCY:**

Fluent readers sound like they talk.

**ESSENTIAL QUESTIONS****PHONEMIC AWARENESS:**

How do I practice syllabication?

How can words be altered or changed?

**PHONICS:**

How do I decode words?

How do I find the similarities and differences in words?

How do I use my word knowledge to solve new words?

**VOCABULARY:**

How does understanding the meaning of new vocabulary assist a reader?

**COMPREHENSION:**

Why are stories told or written within a sequence?

Why do characters reoccur in other books?

How can I examine pictures to predict events?

**FLUENCY:**

What does a good reader sound like?

**INSTRUCTIONAL SKILLS & STRATEGIES****PHONEMIC AWARENESS:**

- Recognize rhymes
- Produce rhymes
- Clap, tap, hop syllables
- Write syllables
- Segment words into syllables

**PHONICS:**

- Recognize and use beginning consonant

**ESSENTIAL QUESTIONS****PHONEMIC AWARENESS:**

Why should I listen and attend to directions?

**PHONICS:**

How can I apply the appropriate consonant sounds when reading and writing?

How can I distinguish among vowel sounds?

**VOCABULARY:**

How can I define the meaning of new words?

**COMPREHENDING NON-FICTION:**  
What strategies can I apply before, during and after reading to remember specific information?

How do readers learn while reading?

How do text features provide information?

How is nonfiction text organized?

**FLUENCY:**

What does a fluent reader sound like?

**INSTRUCTIONAL SKILLS & STRATEGIES****PHONEMIC AWARENESS:**

- Play Simon Says
- Follow verbal directions
- Follow non-verbal gestures
- Read two and three step directions

**PHONICS:**

- Hear short vowel sounds in words

**ESSENTIAL QUESTIONS****PHONICS:**

How do I recognize long vowel sounds within words?

How do I distinguish between consonants blends and digraphs?

**VOCABULARY:**

How do I interpret specialized vocabulary?

**COMPREHENDING NON-FICTION:**

How do text features provide information?

How do readers recall information from text?

**FLUENCY:**

What does a fluent reader sound like?

**INSTRUCTIONAL SKILLS & STRATEGIES****PHONICS:**

- Hear and identify long vowel sounds in words
- Apply appropriate vowel sounds and silent e
- Read words with long vowel sounds in isolation and in text
- Apply vowel combinations (e.g. -ay, -ai,

<p>-Isolate sounds in a word -Apply word attack skills</p> <p><b>VOCABULARY:</b> -Recognize high frequency words in isolation -Recognize high frequency words in text -Read high frequency words with automaticity</p> <p><b>COMPREHENSION:</b> -Listen and attend to a story read aloud -Handle books appropriately -Engage in literature based discussions -Participate in examining illustrations and text on a page -Recognize repeated patterns &amp; predictability in texts</p> <p><b>FLUENCY:</b> -Sing, chant, recite with rhythm and replication -Name letters with automaticity -Recognize sight words with automaticity -Demonstrate one-to-one correspondence</p>	<p>sounds in reading and writing words -Use the consonant-vowel-consonant pattern in spelling - Isolate consonant and vowel sounds within a word</p> <p><b>VOCABULARY:</b> -Recognize vocabulary in a story and in isolation -Recognize high frequency words in isolation and within text</p> <p><b>COMPREHENSION:</b> -Form connections (text-to-self, text-to-text, text-to-world) -Activate prior knowledge before and during reading -Sequence and order events in a story -Reread for clarity</p> <p><b>FLUENCY:</b> -Use appropriate volume -Read with a partner -Echo reading -Choral reading</p>	<p>-Apply appropriate vowels missing in words -Generate word lists with given beginning, medial and ending sounds -Generate rhyming word lists</p> <p><b>VOCABULARY:</b> -Define vocabulary terms using the glossary and dictionary -Write vocabulary sentences -Practice reading vocabulary -Recognize vocabulary in text</p> <p><b>COMPREHENDING NON-FICTION:</b> -Make predictions -Recall specific information -Use headings, graphs, charts to understand text -Review text features (e.g. headings, illustrations, maps)</p> <p><b>FLUENCY:</b> -Demonstrate some evidence of phrasing</p>	<p>-ee, -ea, -oa,-ou,-ue) -Hear and identify consonant blends -Hear and identify consonant digraphs -Write consonant blends -Write consonant digraphs</p> <p><b>VOCABULARY:</b> -Use a variety of resources to define vocabulary -Apply context clues to derive meaning from vocabulary and text</p> <p><b>COMPREHENDING NON-FICTION:</b> -Retell after reading -Highlight facts, important data -Read and interpret text features (e.g. captions, photographs, charts, tables) -Write notes</p> <p><b>FLUENCY:</b> -Apply appropriate rate</p>
<p><b>ASSESSMENT STRATEGIES</b></p> <p>Writing Literature responses Read alouds Observations Checklists</p>	<p><b>ASSESSMENT STRATEGIES</b></p> <p>Spelling tests Literature responses Vocabulary notebook Observations Oral reading Checklists Unit tests</p>	<p><b>ASSESSMENT STRATEGIES</b></p> <p>Spelling tests Literature responses Vocabulary notebook Observations Oral reading running records Checklists Unit tests</p>	<p><b>ASSESSMENT STRATEGIES</b></p> <p>Spelling tests Literature responses Vocabulary notebook Observations Oral reading running records Checklists Unit tests</p>
<p><b>RESOURCES</b></p> <p>SRA: Open Court</p>	<p><b>RESOURCES</b></p> <p>SRA: Open Court</p>	<p><b>RESOURCES</b></p> <p>SRA: Open Court</p>	<p><b>RESOURCES</b></p> <p>SRA: Open Court</p>
<p><b>LEARNING STANDARDS</b></p>	<p><b>LEARNING STANDARDS</b></p>	<p><b>LEARNING STANDARDS</b></p>	<p><b>LEARNING STANDARDS</b></p>

# FIRST GRADE READING CURRICULUM MAP

January: Penguins & Weather	February: Weather	March: Games	April: Being Afraid
ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS
<p><b>PHONICS:</b> Readers understand the concept of word endings (i.e. -ing, -ed).</p> <p>Readers understand the concept of plurals and plural forms (i.e. adding -s, -es).</p> <p><b>VOCABULARY:</b> Words can be distinguished as synonyms or antonyms.</p> <p><b>COMREHENDING FICTION:</b> Readers form inferences based on events or information presented in pictures or text.</p> <p>Story elements can be identified and defined.</p> <p>Determine main character, setting, problem and solution of a story.</p> <p><b>FLUENCY:</b> Fluent readers reflect language syntax and meaning through phrasing and expression.</p>	<p><b>PHONICS:</b> Compound words are made up of two words.</p> <p>Contractions are formed with the abbreviation of two words</p> <p><b>VOCABULARY:</b> Variations exist in the use of dialogue (e.g. said, cried, shouted).</p> <p><b>COMPREHENDING FICTION:</b> Problems and solutions are presented in various forms of literature.</p> <p>Dialogue is represented in text with quotation marks.</p> <p><b>FLUENCY:</b> Fluent readers stress appropriate words when reading text.</p>	<p><b>PHONICS:</b> Possessives demonstrate ownership within words and text with an apostrophe to a singular noun (e.g. dog, dog's).</p> <p><b>VOCABULARY:</b> Transition words assist a reader understand a sequence of events or order.</p> <p><b>COMPREHENSION:</b> Readers self monitor and reread for understanding.</p> <p>Literature is represented by a variety of genres.</p> <p>Readers can differentiate between fact and opinion.</p> <p><b>FLUENCY:</b> Readers read at an appropriate pace.</p>	<p><b>PHONICS:</b> Homophones sound the same but have different meanings &amp; spellings.</p> <p><b>VOCABULARY:</b> Examining context clues can help a reader to clarify synonyms and develop word choice.</p> <p><b>COMREHENDING POETRY:</b> Poems can be compared.</p> <p>Poetry conveys feelings, experiences, emotions, ideas or beliefs.</p> <p>Poetry does not always rhyme.</p> <p>Poetry has flow and meter.</p> <p><b>FLUENCY:</b> Readers adjust their speed for comprehension and an audience.</p>
ESSENTIAL QUESTIONS	ESSENTIAL QUESTIONS	ESSENTIAL QUESTIONS	ESSENTIAL QUESTIONS
<p><b>PHONICS:</b> How can I extend a word with present or past tense?</p> <p>How can I alter a word from singular to plural?</p> <p><b>VOCABULARY:</b> What is a synonym?  What is an antonym?</p>	<p><b>PHONICS:</b> How do I recognize compound words?  How is a contraction developed?  Why is a contraction developed?</p> <p><b>VOCABULARY:</b> How do authors communicate expressive dialogue?</p>	<p><b>PHONICS:</b> How does a writer alter a word to show possession?</p> <p><b>VOCABULARY:</b> What words demonstrate transitions among paragraphs or thoughts?</p> <p><b>COMPREHENSION:</b> What metacognitive strategies can I utilize to help me understand text?</p>	<p><b>PHONICS:</b> What is a homophone?</p> <p><b>VOCABULARY:</b> How can I demonstrate various word choices in text?</p> <p><b>COMPREHENSION:</b> What strategies can I use to compare and contrast poetry?</p>

<p><b>COMPREHENSION:</b> What does it mean to form an inference?</p> <p>Why do readers make inferences?</p> <p>What are story elements?</p> <p>How can understanding story elements help me comprehend text?</p> <p><b>FLUENCY:</b> How can I convey the meaning of my text with my oral reading behaviors?</p>	<p><b>COMPREHENSION:</b> How do I determine the problem and solution of a piece of literature?</p> <p>How does an author depict dialogue?</p> <p><b>FLUENCY:</b> How can I communicate expressively when reading aloud?</p>	<p>What genres exist in literature?</p> <p>How can I distinguish between fact and opinion?</p> <p><b>FLUENCY:</b> How can I improve my reading rate?</p>	<p>How do poets communicate?</p> <p><b>FLUENCY:</b> Why should I adjust my rate when reading aloud?</p>
<b>INSTRUCTIONAL SKILLS &amp; STRATEGIES</b>	<b>INSTRUCTIONAL SKILLS &amp; STRATEGIES</b>	<b>INSTRUCTIONAL SKILLS &amp; STRATEGIES</b>	<b>INSTRUCTIONAL SKILLS &amp; STRATEGIES</b>
<p><b>PHONICS:</b> -Recognize changes in word endings -Alter verb tense -Alter word endings by adding s or es</p> <p><b>VOCABULARY:</b> -Identify synonyms -Identify antonyms -Clarify the difference between synonyms and Antonyms -Create lists of synonyms -Match antonyms</p> <p><b>COMPREHENSION:</b> - Practice inferencing with pictures and text -Identify story elements -Define and document story elements -Identify problem and solution within text</p> <p><b>FLUENCY:</b> - Read with expression and tone</p>	<p><b>PHONICS:</b> -Identify compound words and contractions -Segment compound words and contractions -Create compound words and contractions -Write with compound words and contractions</p> <p><b>VOCABULARY:</b> -Examine words that follow dialogue -Convey the feeling suggested by the author -Communicate as the character</p> <p><b>COMPREHENSION:</b> -Determine main character, setting, themes -Determine problem and solution -Identify quotation marks and dialogue in a passage -Write with dialogue</p> <p><b>FLUENCY:</b> -Read with expression -Read with a character's voice</p>	<p><b>PHONICS:</b> -Write words showing possession -Identify possessives -Match words with possessive form</p> <p><b>VOCABULARY:</b> -Identify transition words within text -Develop a word bank of transition words -Write with transitions</p> <p><b>COMPREHENSION:</b> -Self-monitor reading -Reread for understanding -Sort books by genre -Log book genres read -Identify fact and opinion -List facts when reading</p> <p><b>FLUENCY:</b> -Reread passages -Participate in readers' theatre -Phrased reading</p>	<p><b>PHONICS:</b> -Identify homophones -Spell homophones -Match homophones</p> <p><b>VOCABULARY:</b> -Utilize various word choices</p> <p><b>COMPREHENSION:</b> -Read poetry silently and aloud -Recite poetry -Read poetry chorally -Echo read poetry -Develop Venn diagrams</p> <p><b>FLUENCY:</b> -Read readers' theatre scripts -Participate in paired readings -Read phrases</p>
<b>ASSESSMENT STRATEGIES</b>	<b>ASSESSMENT STRATEGIES</b>	<b>ASSESSMENT STRATEGIES</b>	<b>ASSESSMENT STRATEGIES</b>
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Checklists  
Unit tests

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**RESOURCES**

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**LEARNING STANDARDS**

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# FIRST GRADE READING CURRICULUM MAP

May:  
Homes

June:  
Review

## ENDURING UNDERSTANDINGS

PHONOLOGICAL AWARENESS:

PHONICS:

VOCABULARY:

COMPREHENSION:

FLUENCY:

## ENDURING UNDERSTANDINGS

PHONOLOGICAL AWARENESS:

PHONICS:

VOCABULARY:

COMPREHENSION:

FLUENCY:

## ESSENTIAL QUESTIONS

PHONEMIC AWARENESS:

PHONICS:

VOCABULARY:

COMPREHENSION:

FLUENCY:

## ESSENTIAL QUESTIONS

PHONEMIC AWARENESS:

PHONICS:

VOCABULARY:

COMPREHENSION:

FLUENCY:

## INSTRUCTIONAL SKILLS & STRATEGIES

## INSTRUCTIONAL SKILLS & STRATEGIES

## ASSESSMENTS

## ASSESSMENTS

## RESOURCES

## RESOURCES

## LEARNING STANDARDS

## LEARNING STANDARDS

