

CURRICULUM UNIT MAP

COURSE TITLE: Communication Arts: 1st-4th Quarters

GRADE: First Grade

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Reoccurring Skills Use phonemes to construct new words.	Separate and say sounds in words		
	Blend sounds to form words		
	Replace beginning and ending sounds to form new words		
Develop and apply decoding strategies to problem-solve unknown words.	Use weekly phonics skills to sound out and blend unknown words		
Use context clues to develop vocabulary.	Identify weekly vocabulary within text using text and picture clues		
Apply, with assistance, pre-reading strategies to aid comprehension.	Access prior knowledge		
	Predict with evidence		
	State a purpose for reading		
Develop and apply post-reading skills to respond to grade level text.	Use information from a story to answer questions		
Locate the author and illustrator in text.	Identify the author and illustrator of a story		
	Describe the jobs of an author and illustrator		
Apply information in title and pictures to aid comprehension.	Use the title and pictures in a story to better understand what the story is about		
Identify characters using details from text.	Name the characters of a story		
	Name the main characters of a story		
Identify events in logical sequence using details from text.	Sequence events in the correct order (from beginning to end)		
Use details from a nonfiction text, to clarify meaning and answer questions.	use details in a story to answer nonfiction questions		

Use details from a nonfiction text, to identify main idea and supporting details.	Use details in a story to identify the main idea of a story using supporting details		
Spell words with simple patterns and high frequency words correctly.	Spell my weekly spelling words correctly by using simple spelling patterns		
Read and follow a simple direction to perform a task.	Follow directions		
Develop vocabulary by using root words.	Identify unknown words by applying knowledge of root words		
Develop vocabulary by using word chunks.	Identify unknown words by applying knowledge of word chunks		
Develop and apply, with assistance, during reading strategies to comprehend grade level test.	Use reading strategies to understand and complete comprehension assessments and Skills Assessments		
Identify the setting using details from text.	Identify where the story takes place (setting)		
Identify the problem and solution using details from text.	Identify the problem and solution of a story		
Read grade level text with fluency and accuracy.	Read weekly story without difficulty		

1ST QUARTER

GRADE:1st

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit:Theme 1 Guess Who WEEK 1—The Hat See Reoccurring Objectives	Short Vowel /a/ says h-a-t	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How to sequence	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Realistic Fiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 2 – Sam and the Bag See Reoccurring Objectives	Short Vowel /a/ says h-a-m	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How to predict outcomes	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Fiction		
	How to sound out unknown words		
	How to add inflection –s to the end of a word		
	Vocabulary Words		
	Spelling Words		
WEEK 3 – Ants See Reoccurring Objectives	Short vowel /i/ says p-i-n	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How to pay attention to specific details	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		
WEEK 4 – Jack and Rick See Reoccurring Objectives	Digraph /k/ ck	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How to sequence	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Fantasy		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		

Week 5 – Todd’s Box See Reoccurring Objectives	Short vowel /o/ says h-o-t	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to draw conclusions		
	The genre of the story: Realistic Fiction		
	How to sound out unknown words		
	How to add –ed and –ing to the end of words to make new words		
	Vocabulary Words		
	Spelling Words		
Week 6 – All That Corn See Reoccurring Objectives	Variant vowel /o/ a says a-l-l	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment End-of-Unit Skills Assessment
	How to sequence		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		
Unit: Power Writing WEEK 1 - WEEK 9 Sentence Structure Demonstrate concepts of print Compose complete sentences Use correct punctuation at the end of a sentence Follow the steps of the writing process to compose text	Sentence begins with capital letter	Teacher will review rough draft	Weekly Power Writing Paragraph
	Sentence ends with punctuation (., ?, !)		
	Use correct spacing between words		
	Sentence has to make sense (naming/telling parts)		

CURRICULUM UNIT MAP
2nd QUARTER

COURSE TITLE: Communication Arts: Theme 2 Catch a Dream

GRADE: 1st

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit:Theme 2 Catch a Dream WEEK 1—Dan’s Pet See Reoccurring Objectives	Short Vowel /e/ says h-e-n	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The setting of a story		
	The genre of the story: Realistic Fiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 2 – Boots for Beth See Reoccurring Objectives	Digraph /th/ says t-h-e-n	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	Cause and effect of a story		
	The genre of the story: Fantasy		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 3 – Space Pup See Reoccurring Objectives	Short vowel /u/ says b-u-s	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	Cause and effect of a story		
	The genre of the story: Fantasy		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 4 – Where Do Frogs Come From? See Reoccurring Objectives	/ng/ says s-i-n-g	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to pay attention to specific details		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		

WEEK 5 – Try Your Best See Reoccurring Objectives	/or/ says f-o-r	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	Who the characters are in a story		
	The genre of the story: Realistic Fiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 6 – Fun With Fish See Reoccurring Objectives	That the digraph /sh/ says s-h-i-p	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment End-of-Unit Skills Assessment
	How to pay attention to specific details		
	The genre of the story-Nonfiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
Unit: Power Writing WEEK 1 - WEEK 9 Sentence Structure Demonstrate concepts of print. Compose complete sentences. Use correct punctuation at the end of a sentence. Follow the steps of the writing process to compose text. Compose different forms of written communication.	Sentence begins with capital letter	Teacher will review rough draft.	Weekly Power Writing paragraph
	Sentence ends with punctuation (., ?, !)		
	Use correct spacing between words		
	Sentence has to make sense (naming/telling parts)		
	Compose different forms of writing (thank-you note, letter, invitation)		

CURRICULUM UNIT MAP

3rd QUARTER

COURSE TITLE: Communication Arts: Theme 3 Here and There

GRADE: 1st

WEEK 1 – I Am a Butterfly See Reoccurring Objectives	Digraphs ch,tch says c-h-i-n/i-t-c-h	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How to predict outcomes	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 2 – Did You See Chip? See Reoccurring Objectives	That ar says f-a-r	Students take a spelling pre-test	End-of-story Comprehension Assessment
	The setting of a story	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Play		
	How to sound out unknown words		
	How to add –s, -ed, -ing to the end of words to make new words		
	Vocabulary Words		
WEEK 3 – Tomas Rivera See Reoccurring Objectives	Spelling Words		
	The /kw/ qu says q-u-i-t	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How to describe characters	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Biography		
	How to sound out unknown words		
	Vocabulary Words		
WEEK 4 – On the Way to the Pond See Reoccurring Objectives	Spelling Words		
	That er, ir, ur say /ur/ as in s-i-r	Students take a spelling pre-test	End-of-story Comprehension Assessment
	How the setting of a story	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Fantasy		
	How to sound out unknown words		
	Vocabulary Words		
WEEK 5 – Friends Forever See Reoccurring Objectives	Spelling Words		
	That syllables le says m-i-d-d-l-e	Students take a spelling pre-test	End-of-story Comprehension Assessment
	The difference between fact and fiction	Weekly story workbook pages	Weekly Spelling Assessment
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		

WEEK 6 – The Fox and the Stork See Reoccurring Objectives	Long vowel /o/ ow, oa says l-o-w and r-o-a-d	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment End-of-Unit Skills Assessment
	Who the characters are in a story		
	The genre of the story: Fable		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
Theme 4 Time Together WEEK 1 – A Bed Full of Cats See Reoccurring Objectives	Long vowels /e/, ee and ea says m-e-a-n	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to alphabetize		
	The genre of the story: Realistic Fiction		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
WEEK 2 – Me on the Map See Reoccurring Objectives	Long vowel /a/, a-e says c-a-m-e	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to classify/categorize		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to add inflections –ed, -ing		
	Vocabulary Words		
WEEK 3 – At Home Around the World See Reoccurring Objectives	Long vowel /e/, with a y says j-e-l-l-y	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to classify/categorize		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to add inflections –ed, -ing, -es		
	Vocabulary Words		
WEEK 4 – Tell Me a Story See Reoccurring Objectives	Long vowel /i/ i-e says n-i-n-e	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to alphabetize		
	The genre of the story: Fiction		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		

WEEK 5 – My Robot See Reoccurring Objectives	Consonant /s/ c says i-c-e	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The difference between fantasy and reality		
	The genre of the story: Science Fiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 6 – On the Job with Dr. Martha Smith See Reoccurring Objectives	Variant vowel /ou/ ow, ou says c-o-w	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to classify and categorize		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 7 – Little Bear’s Friend See Reoccurring Objectives	Long Vowels /i/ y, ie says f-l-y	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to alphabetize		
	The genre of the story: Fantasy		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
WEEK 8– Busy Buzzy Bee See Reoccurring Objectives	Long Vowels /o/ o-e says b-o-n-e	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment End-of-Unit Skills Assessment
	Cause/effect		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
Unit: Power Writing WEEK 1 - WEEK 9 Sentence Structure Demonstrate concepts of print. Compose complete sentences. Use correct punctuation at the end of a sentence. Follow the steps of the writing process to compose text. Compose different forms of written communication.	Sentence begins with capital letter	Teacher will review rough draft.	Weekly Power Writing paragraph
	Sentence ends with punctuation (., ?, !)		
	Use correct spacing between words		
	Sentence has to make sense (naming/telling parts)		
	Compose different forms of writing (thank-you note, letter, invitation)		

CURRICULUM UNIT MAP
4th QUARTER

COURSE TITLE: Communication Arts: Theme 5 Gather Around

GRADE: First

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: WEEK 1—The Story of a Blue Bird See Reoccurring Objectives	Long vowels /i/ igh says h-i-g-h	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The plot of a story		
	The genre of the story: Fiction		
	How to sound out unknown words		
	How to add –ed and –ing to the end of words		
	Vocabulary Words		
	Spelling Words		
WEEK 2—Frog and Toad All Year See Reoccurring Objectives	Long Vowel /a/ ai, ay says d-a-y	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The cause and effect of a story		
	The genre of the story: Fiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		
WEEK 3—Fishing Bears See Reoccurring Objectives	Long Vowel /i/ says f-i-n-d	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The main idea of a story		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to add –ed and –ing to the end of words		
	Vocabulary Words		
	Spelling Words		
WEEK 4—How to Be a Nature Detective See Reoccurring Objectives	Long Vowel /o/ says o-l-d	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The main idea		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		

WEEK 5— The Puddle See Reoccurring Objectives	Consonant /j/ g, dge says f-u-d-g-e	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	The plot of a story		
	The genre of the story: Fiction		
	How to sound out unknown words		
	How to add –ed and –ing to the end of words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		
WEEK 6—Poppleton Everyday See Reoccurring Objectives	Long Vowel /(y)oo/ u-e says t-u-b-e	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment
	How to predict outcomes		
	The genre of a story: Fiction		
	How to sound out unknown words		
	How to add –ed and –ing to the end of words		
	How to combine two words to make a contraction		
	Vocabulary Words		
	Spelling Words		
WEEK 7— Sleep is for Everyone	Short Vowel /e/ ea says l-e-a-d	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment End-of-Unit Skills Assessment
	The main idea of a story		
	The genre of the story: Nonfiction		
	How to sound out unknown words		
	How to add –ed and –ing to the end of words		
	How to add –er and –est to the end of words		
	Vocabulary Words		
	Spelling Words		
WEEK 8—Baboon See Reoccurring Objectives	Variant Vowel /oo/ oo says c-o-o-l	Students take a spelling pre-test Weekly story workbook pages	End-of-story Comprehension Assessment Weekly Spelling Assessment End-of-Unit Skills Assessment
	The Plot of a story		
	The genre of the story: Informational Fiction		
	How to sound out unknown words		
	Vocabulary Words		
	Spelling Words		

Unit: Power Writing WEEK 1 - WEEK 9 Sentence Structure Demonstrate concepts of print. Compose complete sentences. Use correct punctuation at the end of a sentence. Follow the steps of the writing process to compose text. Compose different forms of written communication.	Sentence begins with capital letter	Teacher will review rough draft.	Weekly Power Writing paragraph
	Sentence ends with punctuation (., ?, !)		
	Use correct spacing between words		
	Sentence has to make sense (naming/telling parts)		
	Compose different forms of writing (thank-you note, letter, invitation)		