



Gateway School District Curriculum Map

Elementary Schools (K-4)

Cleveland Steward Elementary
5000 Gateway Campus Blvd.
Monroeville, PA 15146
412-373-5874

Ramsey Elementary
2200 Ramsey Road
Monroeville, PA 15146
412-373-5856

Evergreen Elementary
3831 Evergreen Drive
Monroeville, PA 15146
412-373-5842

University Park Elementary
320 Noel Drive
Monroeville, PA 15146
412-327-4113

Curriculum Map: Elementary – Grade 1 English/Language Arts

Course: Language Arts Grade 1

Sub-topic: *More Adventures of the Superkids*, Units 1 and 2



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Unit: Foundational Skills

Subject: Language Arts

Brief Summary of Unit

The *More Adventures of the Superkids* program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use the writing process to write directions, opinions, narratives, and informational sentences, use proper mechanics, parts of speech, and grammar usage to aid their comprehension.

Stage One - Desired Results

Established Goals:

Print and Book Awareness

Demonstrate understanding of the organization and the basic features of print.

- Recognize the distinguishing features of a sentence.

Phonemic Awareness and Phonics

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds, phonemes in one-syllable words to make new words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Decode one- and two- syllable words with common patterns.
- Identify common consonant digraphs.
- Read grade-level words with inflectional endings.
- Read grade-appropriate irregularly spelled words.

Fluency

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary

- 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 the phrases.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.

Comprehension

- Retell stories, including key details, and demonstrate understanding of their essential message or lesson.
- Ask or answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Use illustrations and details in a story to describe characters, settings, or events.
- Identify who is telling the story at various points in the text.
- Explain major differences between books that tell stories and books that give information drawing on a wide reading or range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- Use various text features and search tools to locate key facts or information in a text.
- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic.
- Use words and phrases acquired through conversations, reading and being read to, and responding to text, including words that signal connections and relationships between the words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- Read and comprehend literature on grade-level reading independently and proficiently.

Writing

Demonstrate a grade-appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation, and spelling.

- Use capitalization and end punctuation.
- Spell Memory Words.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

- Identify and write about one specific topic.
- With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Develop the topic with two or more facts.
- Capitalize dates and names of people.
- Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Listening and Speaking

- Confirm understanding of a text, read aloud, or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Describe people, places, things and events with relative details, expressing ideas and feelings clearly.
- Participates in collaborative conversations with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
- Demonstrate command of the conventions of Standard English when speaking, based on Grade 1 level and content.

Understandings:

Students will understand:
 phonemic awareness and phonics, vocabulary, comprehension, handwriting, writing (how-to directions, lists), listening and speaking, spelling, fluency (appropriate rate/expression), grammar usage/mechanics, text structure, main idea/details, compare & contrast and summarize

Essential Questions:

How does phonemic awareness and phonics support an emergent reader and help to decode memory/spelling words?

How does using prior knowledge and print book awareness help students comprehend problem and solution, sequencing, and text patterns in both fictional and informational texts?

How does instruction help to build vocabulary and background, guide reading, and establish comprehension to strengthen fluency skills?

How can students use context and picture clues to understand vocabulary?

How do the fundamentals of structural analysis help children to express more ideas with greater independence?

How can students organize ideas to create informational pieces that show sequence and/or step-by-step instructions?

How can students organize text structures such as setting, main idea/details, compare & contrast in both reading and writing?

Stage Two - Assessment Evidence

Performance Tasks:

*Units 1 and 2 Memory Words and Pattern Words Assessment

*Progress Test 1 (Parts 1-6: Decode, read memory words, comprehension (sequence and setting), adjectives/homophones, spelling and writing)

Other Evidence:

*Blackline Masters (20- phonics, 25-Word Recognition, 28 and 29- Phonics, 31- Memory Words), informal quizzes, student workbook

Stage Three - Learning Plan

UNITS 1 AND 2

Lessons 227-240:

READING- MUST TEACH

Phonemic Awareness and Phonics or Structural Activities

Blend sounds to decode words *y /i/, y /e/, ay /a/; -er, -est, -es, -ed*

SPELLING- MUST TEACH

(Encoding)

Words with *y, ay, ier, and ies*

(Memory Words)

down, too, work, many, first, their, now, always, because, been

COMPREHENSION- MUST TEACH

(Fiction)

setting and its importance,

(Informational)

Recognize text structure, sequence steps, compare and contrast text, main idea and details, summarize

VOCABULARY AND GRAMMAR- MUST TEACH

Categorizing, adjectives ending in *-y*, Story Vocabulary, Types of Games, Comparative and Superlative Adjectives, Verbs ending in *-es, -ed*, boats and their uses

FLUENCY- MUST TEACH

Read at an appropriate rate, read with expression

WRITING- MUST TEACH

How-to directions, list of activities, messages of advice

LISTENING AND SPEAKING- MUST TEACH

Follow oral directions, listen for details in a song, discuss making good use of time, discuss looking out for others

Sub-topic: *More Adventures of the Superkids*, Units 3 and 4

Unit: Foundational Skills

Subject: Language Arts

Brief Summary of Unit

The *More Adventures of the Superkids* program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use the writing process to write directions, opinions, narratives, and informational sentences, use proper mechanics, parts of speech, and grammar usage to aid their comprehension.

Stage One - Desired Results

Established Goals:

Print and Book Awareness

Demonstrate understanding of the organization and the basic features of print.

- Recognize the distinguishing features of a sentence.

Phonemic Awareness and Phonics

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds, phonemes in one-syllable words to make new words.
- Identify common consonant digraphs final-e and common vowel teams.

Know and apply grade level phonics and word analysis skills in decoding words.

- Decode one- and two- syllable words with common patterns.
- Identify common consonant digraphs.
- Read grade-level words with inflectional endings.
- Read grade-appropriate irregularly spelled words.

Fluency

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary

- 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 the phrases.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.

Comprehension

- Retell stories, including key details, and demonstrate understanding of their essential message or lesson.
- Ask or answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Use illustrations and details in a story to describe characters, settings, or events.
- Identify who is telling the story at various points in the text.
- Explain major differences between books that tell stories and books that give information drawing on a wide reading or range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- Use various text features and search tools to locate key facts or information in a text.
- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic.
- Use words and phrases acquired through conversations, reading and being read to, and responding to text, including words that signal connections and relationships between the words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- Read and comprehend literature on grade-level reading independently and proficiently.

Writing

Demonstrate a grade-appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation, and spelling.

- Use capitalization and end punctuation.
- Spell Memory Words.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling

conventions.

- Identify and write about one specific topic.
- With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Develop the topic with two or more facts.
- Capitalize dates and names of people.
- Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Listening and Speaking

- Confirm understanding of a text, read aloud, or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Describe people, places, things and events with relative details, expressing ideas and feelings clearly.
- Participates in collaborative conversations with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
- Demonstrate command of the conventions of Standard English when speaking.

Understandings:

Students will understand:
phonemic awareness and phonics, read fluently (naturally/with expression, observe punctuation and typographical clues) vocabulary, comprehension, plot (beginning, middle, end), handwriting, writing (personal narrative and opinion), listening and speaking, spelling, grammar usage/mechanics, poetry

Essential Questions:

How does phonemic awareness and phonics support an emergent reader and help to decode memory/spelling words?

How does using prior knowledge and print book awareness help students comprehend plot (beginning, middle, end), and summarize both fictional and informational texts?

How does instruction help to build vocabulary and background, guide reading, and establish comprehension to strengthen fluency skills?

How can students use context and picture clues to understand vocabulary?

How do the fundamentals of structural analysis help children to express more ideas with greater independence?

How can students organize ideas to create a personal narrative or persuasive writing piece?

How can students follow organized text structure such as poetry (reading and writing),

specifically considering rhyming?

Stage Two - Assessment Evidence

Performance Tasks:

*Units 3 and 4 Memory Words and Pattern Words Assessment
*Progress Test 2 (Parts 1-6: Phonics/Word Recognition, Read memory words, Comprehension- (Identify main idea, supporting details, plot, and cause and effect), Identify opposites, adjectives and antonyms, Spelling and writing- (Personal Narrative))

Other Evidence:

*Blackline Masters (34- Word Recognition/Associate Picture with correct name, 38- Main idea/supporting details, 41- Word recognition/Phonics/Vocabulary, 43- Memory Words, 48- Opposites), informal quizzes, student workbook, various writing activities

Stage Three - Learning Plan

UNITS 3 AND 4

Lessons 241-255:

READING- MUST TEACH

Phonemic Awareness and Phonics or Structural Activities

Contractions formed with *is, am, are, will*

Long-vowel "trickers" (open syllable vowel pattern)

aw /o/, all /o/

SPELLING- MUST TEACH

(Encoding)

Long-vowel "trickers"

Words with *aw, all*

(Spelling/Memory Words)

Contractions formed with *is, am, are, will*

Memory Words- *come, coming, they, our, put*

COMPREHENSION- MUST TEACH

(Fiction)

Fix-up Tip: Read Ahead, Main Idea and Details, Plot: Beginning, Middle and End, Summarize, Cause and Effect

(Informational)

Visualize, Understand an Author's Reasoning, Understand Diagrams

VOCABULARY AND GRAMMAR- MUST TEACH

Adjectives, Synonyms, Story Vocabulary, National Parks

Multiple-meaning words, Categorizing, Antonyms, Titles of TV shows, and Muscles and Movement

FLUENCY- MUST TEACH

Observe punctuation, use typographical clues, read with natural phrasing and expression

WRITING- MUST TEACH

Personal Narrative, opinion about a TV show

LISTENING AND SPEAKING- MUST TEACH

Discuss taking care of public places, follow oral directions, listen for details in a CD story, discuss giving something new a try

Sub-topic: *More Adventures of the Superkids*, Units 5 and 6

Unit: Foundational Skills

Subject: Language Arts

Brief Summary of Unit

The *More Adventures of the Superkids* program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use the writing process to write directions, opinions, narratives, and informational sentences, use proper mechanics, parts of speech, and grammar usage to aid their comprehension.

Stage One - Desired Results

Established Goals:

Print and Book Awareness

Demonstrate understanding of the organization and the basic features of print.

- Recognize the distinguishing features of a sentence.

Phonemic Awareness and Phonics

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds, phonemes in one-syllable words to make new words.
- Identify common consonant digraphs final-e and common vowel teams.

Know and apply grade level phonics and word analysis skills in decoding words.

- Decode one- and two- syllable words with common patterns.
- Identify common consonant digraphs.
- Read grade-level words with inflectional endings.

- Read grade-appropriate irregularly spelled words.

Fluency

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary

- 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 the phrases.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.

Comprehension

- Retell stories, including key details, and demonstrate understanding of their essential message or lesson.
- Ask or answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Use illustrations and details in a story to describe characters, settings, or events.
- Identify who is telling the story at various points in the text.
- Explain major differences between books that tell stories and books that give information drawing on a wide reading or range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- Use various text features and search tools to locate key facts or information in a text.
- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic.
- Use words and phrases acquired through conversations, reading and being read to, and responding to text, including words that signal connections and relationships between the words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- Read and comprehend literature on grade-level reading independently and proficiently.

Writing

Demonstrate a grade-appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation, and spelling.

- Use capitalization and end punctuation.
- Spell Memory Words.

- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- Identify and write about one specific topic.
- With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Develop the topic with two or more facts.
- Capitalize dates and names of people.
- Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Listening and Speaking

- Confirm understanding of a text, read aloud, or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Describe people, places, things and events with relative details, expressing ideas and feelings clearly.
- Participates in collaborative conversations with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
- Demonstrate command of the conventions of Standard English when speaking, based on Grade 1 level and content.

Understandings:

Students will understand:
 phonemic awareness and phonics, read (rhythmically/with expression) at an appropriate rate, vocabulary, comprehension, handwriting, writing (thank you note, pattern poem, labeled diagram and answers to personal questions), listening and speaking, spelling, fluency, grammar usage/mechanics

Essential Questions:

How does phonemic awareness and phonics support an emergent reader and help to decode memory/spelling words?

How does using prior knowledge and print book awareness help students comprehend plot (beginning, middle, end) and problem/solution both fictional and informational texts?

How does instruction help to build vocabulary and background, guide reading, and establish comprehension to strengthen fluency skills?

How can students use context and picture clues to understand vocabulary?

How do the fundamentals of structural analysis help children to express more ideas with greater independence?

How can students organize ideas to create pattern poems, notes, and answers to personal questions?

How can students organize text structures to draw conclusions and understand characters?

Stage Two - Assessment Evidence

Performance Tasks:

*Units 5 and 6 Memory Words and Pattern Words Assessment

*Progress Test 3 (Parts 1-6: Decode, read memory words, comprehension (recognize plot, problem/solution, draw conclusions, characters), synonyms, spelling and writing (label a diagram))

Other Evidence:

*Blackline Masters (49- Phonics, 51- Phonics/Word Recognition, 54- Read memory words, 55- Comprehension, 58- decoding, 60- Word Recognition/Comprehension, 62- Writing/Comprehension, 63- Phonics), informal quizzes, student workbook, various writing activities

Stage Three - Learning Plan

UNITS 5 AND 6

Lessons 256-273:

READING- MUST TEACH

Phonemic Awareness and Phonics or Structural Activities

r-controlled vowels *ar*- /ar/, *or*- /or/, *er*, *ir*, *ur*- /er/; *oi*, *oy*- /oi/

SPELLING- MUST TEACH

(Encoding)

Words with *r*-controlled vowels, words with *oi*, *oy*

(Memory Words)

cold, *know*, *does*, *laugh*, *both*, *again*, *kind*, *buy*, *find*, *right*, *wash*, *light*

COMPREHENSION- MUST TEACH

(Fiction)

Draw conclusions, text patterns and structure (poem), rhyme and rhythm, fix-up tips, look at pictures; look ahead, understand characters, generate questions, plot: beginning, middle, end, problem/solution

(Informational)

Fix-up tip: read ahead, text patterns, look at pictures

VOCABULARY AND GRAMMAR- MUST TEACH

Synonyms, categorizing, onomatopoeia, adjectives ending in *-ful*, story vocabulary, adverbs ending in *-ly*, multiple-meaning words

FLUENCY- MUST TEACH

Read at appropriate rate and with expression, observe punctuation

WRITING- MUST TEACH

Thank you note, pattern poem, label diagram, answers to personal questions, research report

LISTENING AND SPEAKING- MUST TEACH

Discuss helping others feel better, follow oral directions to make a book, discuss taking responsibility

Sub-topic: *More Adventures of the Superkids*, Units 7 and 8

Unit: Foundational Skills

Subject: Language Arts

Brief Summary of Unit
<p>The <i>More Adventures of the Superkids</i> program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use the writing process to write directions, opinions, narratives, and informational sentences, use proper mechanics, parts of speech, and grammar usage to aid their comprehension.</p>
Stage One - Desired Results
<p>Established Goals:</p> <p>Print and Book Awareness</p> <p>Demonstrate understanding of the organization and the basic features of print.</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. <p>Phonemic Awareness and Phonics</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Identify common consonant digraphs, final-e, and common vowel teams. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds, phonemes in one-syllable words to make new words. Identify common consonant digraphs. <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Decode one- and two- syllable words with common patterns. Identify common consonant digraphs.

- Read grade-level words with inflectional endings.

Fluency

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Vocabulary

- 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 the phrases.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Comprehension

Literature

- Retell stories, including key details, and demonstrate understanding of their essential message or lesson.
- Ask or answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Use illustrations and details in a story to describe characters, settings, or events.
- Explain major differences between books that tell stories and books that give information drawing on a wide reading or range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- Read and comprehend literature on grade level, reading independently and proficiently.

Informational Text

- Identify the main idea and retell key details of text.
- Describe the connection between two individual events, ideas, or pieces of information within a text.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Use various text features and search tools to locate key facts or information in a text.
- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic.
- Use words and phrases acquired through conversations, reading and being read to, and responding to text, including words that signal connections and relationships between the words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- Identify the reasons and author gives to support points in a text.

Writing

Demonstrate a grade-appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation, and spelling.

- Use capitalization and end punctuation.
- Spell Memory Words.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- Develop the topic with two or more facts.
- With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Listening and Speaking

- Confirm understanding of a text, read aloud, or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Describe people, places, things and events with relative details, expressing ideas and feelings clearly.
- Participates in collaborative conversations with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate.

Understandings:

Students will understand:
phonemic awareness and phonics, read (with expression/rhythmically) with appropriate stress, vocabulary, comprehension, handwriting, writing using a graphic organizer, plan and write a fictional story, author's purpose, summarizing, compare & contrast, draw conclusions, sequencing, listening and speaking, spelling, fluency, grammar usage/mechanics

Essential Questions:

How does phonemic awareness and phonics support an emergent reader and help to decode memory/spelling words?

How does using prior knowledge and print book awareness help students comprehend, decipher compare & contrast, help find author's purpose, and summarize in both fictional and informational texts?

How does instruction help to build vocabulary and background, guide reading, and establish comprehension to strengthen fluency skills?

How can students use context and picture clues to understand vocabulary?

How do the fundamentals of a graphic organizer help children to create a fictional story, focusing specifically on appropriate sequencing?

How can students use grammar and mechanics

to develop their writing and reading skills?

Stage Two - Assessment Evidence

Performance Tasks:

*Units 7 and 8 Memory Words and Pattern Words Assessment

*Progress Test 4 (Parts 1-6: Decode, read memory words, comprehension- (identify lessons, understand characters, draw conclusions, compare and contrast texts), categorizing, synonyms, spelling and writing)

Other Evidence:

*Blackline Masters (65- Word recognition, 66, 70- Identify names with pictures, 71- Word recognition, 73- Phonics/Word Recognition, 76- Word Recognition), informal quizzes, student workbook, various writing activities

Stage Three - Learning Plan

UNITS 7 AND 8

Lessons 274-290:

READING- MUST TEACH

Phonemic Awareness and Phonics or Structural Activities

"Trickers" with *ar, or, ear- /er/; ou, ow- /ou/, ow- /o/*

SPELLING- MUST TEACH

(Encoding)

"Trickers" with *ar, or, ear- /er/; words with ou, ow*

(Memory Words)

warm, walk, give, once, done

COMPREHENSION- MUST TEACH

(Fiction)

Generate questions, compare and contrast text, descriptive language, visualize, draw conclusions, identify a story's lesson, summarize, understand characters

(Informational)

Recognize text structures, sequence steps, draw conclusions, summarize and understand an author's purpose

VOCABULARY AND GRAMMAR- MUST TEACH

Sequence words, add verbs ending in *-ly*, synonyms, story vocabulary, night jobs, homographs, categorizing, solving disagreements

FLUENCY- MUST TEACH

Read using proper pitch and volume, read at appropriate rate and with expression, read with appropriate stress, use proper volume

WRITING- MUST TEACH

Directions and a story with sequence words, imagined story

LISTENING AND SPEAKING- MUST TEACH

Sub-topic: *More Adventures of the Superkids*, Units 9 and 10

Unit: Foundational Skills

Subject: Language Arts

Brief Summary of Unit

The *More Adventures of the Superkids* program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use the writing process to write directions, opinions, narratives, and informational sentences, use proper mechanics, parts of speech, and grammar usage to aid their comprehension.

Stage One - Desired Results

Established Goals:

Print and Book Awareness

Demonstrate understanding of the organization and the basic features of print.

- Recognize the distinguishing features of a sentence.

Phonemic Awareness and Phonics

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Identify common consonant digraphs, final-e, and common vowel teams.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds, phonemes in one-syllable words to make new words.
- Identify common consonant digraphs.

Know and apply grade level phonics and word analysis skills in decoding words.

- Decode one- and two- syllable words with common patterns.

- Identify common consonant digraphs.
- Read grade-level words with inflectional endings.

Fluency

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Vocabulary

- 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 the phrases.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Comprehension

Literature

- Retell stories, including key details, and demonstrate understanding of their essential message or lesson.
- Ask or answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Use illustrations and details in a story to describe characters, settings, or events.
- Explain major differences between books that tell stories and books that give information drawing on a wide reading or range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- Read and comprehend literature on grade level, reading independently and proficiently.

Informational Text

- Identify the main idea and retell key details of text.
- Describe the connection between two individual events, ideas, or pieces of information within a text.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Use various text features and search tools to locate key facts or information in a text.
- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic.
- Use words and phrases acquired through conversations, reading and being read to, and responding to text, including words that signal connections and relationships between the words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on grade-level reading and content.

- Identify the reasons and author gives to support points in a text.

Writing

Demonstrate a grade-appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation, and spelling.

- Use capitalization and end punctuation.
- Spell Memory Words.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- Develop the topic with two or more facts.
- With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Listening and Speaking

- Confirm understanding of a text, read aloud, or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Describe people, places, things and events with relative details, expressing ideas and feelings clearly.
- Participates in collaborative conversations with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate.

Understandings:

Students will understand:
phonemic awareness and phonics, read (naturally/rhythmically) at an appropriate rate, vocabulary, comprehension (problem/solution, main idea and details, use multiple sources to locate information, text structure), handwriting, writing: opinions and research, listening and speaking, spelling, fluency, grammar usage/mechanics

Essential Questions:

How does phonemic awareness and phonics support an emergent reader and help to decode memory/spelling words?

How does using prior knowledge and print book awareness help students comprehend, decipher problem/solution, and text patterns in both fictional and informational texts?

How does instruction help to build vocabulary and background, guide reading, and establish comprehension to strengthen fluency skills?

How can students use context and picture clues to understand vocabulary?

How do the fundamentals of structural analysis help children to express more ideas with greater independence?

How can students organize ideas to create stories with a main idea and details, and problem/solution?

How can students use multiple sources to locate and use information for a research report?

How can students organize text structures such as plot, problem/solution, characters and setting, and main idea in both reading and writing?

How can students use grammar and mechanics to develop their writing and reading skills?

Stage Two - Assessment Evidence

Performance Tasks:

*Units 9 and 10 Memory Words and Pattern Words Assessment

*Progress Test 5 (Parts 1-6: Decode, read memory words, comprehension- (recognize plot, problem solution, identify main idea and supporting details), antonyms, homophones, spelling and writing)

Other Evidence:

*Blackline Masters (78- Phonics, 79- Word recognition, 80- Encoding, 84/85- Phonics, 86- Word recognition/associating names with pictures, 90- comprehension, 92- categorizing, 93- writing), informal quizzes, student workbook, various writing activities

Stage Three - Learning Plan

UNITS 9 AND 10 Lessons 291-300

READING- MUST TEACH

Phonemic Awareness and Phonics or Structural Activities

oo- /oo/; oo- /oo/; soft c/s/ and g/j/

"Trickers" with tag-long-e

SPELLING- MUST TEACH

(Encoding)

Words with *oo*, words with soft *c/s/* and *g/j/*

(Memory Words)

live, eight, old, hold, write

COMPREHENSION- MUST TEACH

(Fiction)

Plot: problem/solution, generate questions, main idea and details

(Informational)

Fix-up Tip: what makes sense, use multiple sources to locate information, recognize text structure

VOCABULARY AND GRAMMAR- MUST TEACH

Story vocabulary, research, multiple-meaning words, antonyms, use a dictionary, homophones and homographs

FLUENCY- MUST TEACH

Read with natural phrasing, read rhythmically

WRITING- MUST TEACH

Imagined story, research report, opinions about the year

LISTENING AND SPEAKING- MUST TEACH

Discuss how to be a good library patron, listen for details in a CD story, discuss how to make a decision in a group