

**Southington Public Schools**

**Curriculum Map**

**Subject: English Language Arts - Reading**

**Grade: 1**

UNIT TITLE	Readers Build Good Habits	Readers Use Strategies to Figure out Words and Understand Their Stories	Nonfiction Reading: Reading to Become Experts and to Share Passions
<b>CONTENT</b>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to remember all that they have already learned about reading, as they begin a new journey.</li> <li>• How to launch the reader’s workshop.</li> <li>• How reading partners help each other share books in meaningful ways.</li> <li>• How readers use strategies before, during and after reading.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How a reader uses a variety of strategies to figure out tricky words.</li> <li>• How a reader reminds themselves what the book is about as they read.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers choose books wisely, make plans and gather information about topics.</li> <li>• How readers grow ideas about our nonfiction topics.</li> <li>• How readers have strategies that help us dig into our topics and that help us deal with hard parts of books.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>
<b>CT CORE STANDARDS</b>	<p><b>Reading Standards for Literature 5</b> – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>Reading Standards for Literature 10</b> – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading Standards for Informational Text 6</b> – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>Reading Standards for Informational Text 7</b> – Use the illustrations details in a text to describe its key ideas.</p> <p><b>Reading Standards: Foundational Skills 1</b> – Demonstrate understanding of the organization and basic features of print. (a)</p> <p><b>Reading Standards: Foundational Skills 4</b> – Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>Reading Standards for Literature 1</b> – Ask and answer questions about key details in a text.</p> <p><b>Reading Standards for Literature 2</b> – Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>Reading Standards for Literature 3</b> – Describe characters, settings, and major events in a story, using key details.</p> <p><b>Reading Standards for Literature 7</b> – Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Reading Standards for Literature 10</b> – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading Standards for Informational Text 1</b> – Ask and answer questions about key details in a text.</p> <p><b>Reading Standards for Informational Text 2</b> – Identify the main topic and retell key details of a text.</p>	<p><b>Reading Standards for Informational Text 1</b> – Ask and answer questions about key details in a text.</p> <p><b>Reading Standards for Informational Text 2</b> – Identify the main topic and retell key details of a text.</p> <p><b>Reading Standards for Informational Text 3</b> – Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Reading Standards for Informational Text 4</b> – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>Reading Standards for Informational Text 5</b> – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>Reading Standards for Informational Text 6</b> – Distinguish between information provided by</p>

<p><b>CT CORE STANDARDS</b></p>	<p><b>Speaking and Listening Standards 1 –</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p>	<p><b>Reading Standards for Informational Text 4 –</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>Reading Standards for Informational Text 6 –</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>Reading Standards for Informational Text 7 –</b> Use the illustrations details in a text to describe its key ideas.</p> <p><b>Reading Standards: Foundational Skills 1 –</b> Demonstrate understanding of the organization and basic features of print. (a)</p> <p><b>Reading Standards: Foundational Skills 4 –</b> Read with sufficient accuracy and fluency to support comprehension. (a &amp; b)</p> <p><b>Speaking and Listening Standards 1 –</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>pictures or other illustrations and information provided by the words in a text.</p> <p><b>Reading Standards for Informational Text 7 –</b> Use the illustrations details in a text to describe its key ideas.</p> <p><b>Reading Standards for Informational Text 8 –</b> Identify the reasons an author gives to support points in a text.</p> <p><b>Reading Standards for Informational Text 9 –</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)</p> <p><b>Reading Standards for Informational Text 10 –</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Reading Standards: Foundational Skills 4 –</b> Read with sufficient accuracy and fluency to support comprehension. (a, b &amp; c)</p> <p><b>Speaking and Listening Standard 1 –</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>UNIT TITLE</b></p>	<p><b>Readers Get to Know Characters in Their Books</b></p>	<p><b>Brave and Resourceful Readers Work Hard to Understand What They Are Reading</b></p>	<p><b>Readers Can Read About Science Topics to Become Experts</b></p>
<p><b>CONTENT</b></p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers get to know the main characters in our books.</li> <li>• How readers notice all the things the characters say, do, and think.</li> <li>• How readers make connections across our books and to our own lives.</li> <li>• How readers pay close attention to their stories and how their voices bring out the smooth sound of storytelling.</li> <li>• How readers revise their voices by noticing what the characters are saying, feeling, and thinking.</li> <li>• How readers think, talk and perform their favorite stories.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers make sure that what they read makes sense and sounds right, and that they know what’s going on in the story.</li> <li>• How readers use all three sources of information to fix tricky parts themselves (cross-checking).</li> <li>• How readers use strategies from their toolkit to fix up any problems in their reading.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers and scientists try to understand all of the parts of their books.</li> <li>• How readers and scientists accumulate all of their thinking about a topic and share it with others.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>

<p><b>CT CORE STANDARDS</b></p>	<p><i>Reading Standards for Literature 1 – Ask and answer questions about key details in a text.</i></p> <p><i>Reading Standards for Literature 3 – Describe characters, settings, and major events in a story, using key details.</i></p> <p><i>Reading Standards for Literature 4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</i></p> <p><i>Reading Standards for Literature 6 – Identify who is telling the story at various points in a text.</i></p> <p><i>Reading Standards for Literature 7 – Use illustrations and details in a story to describe its characters, setting, or events.</i></p> <p><i>Reading Standards for Literature 9 – Compare and contrast the adventures and experiences of characters in stories.</i></p> <p><i>Reading for Informational Text 3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.</i></p> <p><i>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension. (a, b &amp; c)</i></p> <p><i>Speaking and Listening Standards 1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</i></p>	<p><i>Reading Standards for Informational Text 4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</i></p> <p><i>Reading Standards: Foundational Skills 3 – Know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p><i>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension. (a, b &amp; c)</i></p> <p><i>Speaking and Listening Standards 1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</i></p>	<p><i>Reading Standards for Information 1 – Ask and answer questions about key details in a text</i></p> <p><i>Reading Standards for Information 2 – Identify the main topic and retell key details of a text.</i></p> <p><i>Reading Standards for Information 3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.</i></p> <p><i>Reading Standards for Information 4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</i></p> <p><i>Reading Standards for Information 5 – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</i></p> <p><i>Reading Standards for Information 6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</i></p> <p><i>Reading Standards for Information 7 – Use the illustrations and details in a text to describe its key ideas.</i></p> <p><i>Reading Standards for Information 8 – Identify the reasons an author gives to support points in a text.</i></p> <p><i>Reading Standards for Information 9 – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)</i></p> <p><i>Reading Standards for Information 10 – With prompting and support, read informational texts appropriately complex for grade 1.</i></p> <p><i>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension. (a, b &amp; c)</i></p> <p><i>Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (a, b &amp; c)</i></p> <p><i>Speaking and Listening Standard 2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</i></p>
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<b>UNIT TITLE</b>	<b>Finding Your Niche as a Reader Using Different Genres</b>		
<b>CONTENT</b>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How a poem differs from a story.</li> <li>• How strong readers reflect on how much we've changed and grown and find a series of books to love.</li> <li>• How strong readers invent their own summer reading projects to keep on growing.</li> </ul> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>		
<b>CT CORE STANDARDS</b>	<p><b>Reading Standards: Foundational Skills 4 –</b>  <i>Read with sufficient accuracy and fluency to support comprehension. (a, b &amp; c)</i></p> <p><b>Speaking and Listening Standard 1 –</b>  <i>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</i></p>		