

TUSD Elementary Reading Curriculum Map

Grade Level 1

District Framework

Reading Strand 1

Semester 1

ELD teachers must include English Language Proficiency (ELP) Standards and Discrete Skills Inventory (DSI) in daily instruction.

Topic: Reading Process (AZ Reading Standards- Strand 1)
Student Outcomes: Develop confidence as readers Build a solid foundation of linguistic understanding Read to improve their lives Become critical readers and thinkers

References, Resources and Supplemental Materials:	
<u>Harcourt Trophies</u> Trophies Anthology Supplemental Materials Websites	<u>Hampton Brown Avenues</u> Avenues Anthology English at Your Command Phonics Street Kidspiration Avenue Student Website Level Book Finder/Bookroom/ Trade books

Assessments		
	Harcourt Trophies or other adopted Core Curriculum	Avenues
Diagnostic/ Pretest	Site selected (such as DRA, Phonics Screeners, etc.)	e-Assessment Pre-Test, (DRA optional)
Formative	Core Curriculum Assessments, Site selected tests	Units 1-3 Tests
Summative	Core Curriculum Assessments, Site selected tests	
State or Federally Mandated Assessments		
AIMS, DIBELS, Terra Nova, AZELLA, e-Assessments		

Knowledge (Concept)	Skills (PO)
Print Concepts: Demonstrate understanding of print concepts	Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation). (R01-S1C1-PO3)
Phonemic Awareness: Identify and manipulate the sounds of speech.	Orally segment a multi-syllable word into its syllables. (R01-S1C2-PO2)
	Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i>). (R01-S1C1-PO3)
	Distinguish between initial, medial, and final sounds in single-syllable words. (R01-S1C2-PO4)
	Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words. (R01-S1C2-PO6)
Phonics: Decode words, using knowledge of phonics, syllabication, and word parts	Decode regularly spelled two-syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • single letters (consonants and vowels) • consonant blends (e.g., bl, st, tr) • consonant digraphs (e.g., th, sh, ck) • vowel digraphs and diphthongs (e.g., ea, ie, ee) (R01-S1C3-PO1)
	Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words. (R01-S1C3-PO2)
	Use knowledge of base words to identify compound words. (R01-S1C3-PO3)
	Read words with common spelling patterns (e.g., -ite, -ill, -ate). (R01-S1C3-PO4)

Key Vocabulary
Harcourt Trophies or Avenues Key Vocabulary from Core Curriculum Grade Level Sight Words Academic Vocabulary from Performance Objectives.

21st Century Readers and Writers Need to:
<ul style="list-style-type: none"> • Develop proficiency with the tools of technology • Build relationships with others to pose and solve problems collaboratively and cross-culturally • Design and share information for global communities to meet a variety of purposes • Manage, analyze and synthesize multiple streams of simultaneous information • Create, critique, analyze, and evaluate multi-media texts • Attend to the ethical responsibilities required by these complex environments <p>© National Council of Teachers of English, <i>Position papers, 98-09</i></p>

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Knowledge (Concept)	Skills (PO)
<p><i>Continued from page 1</i> Phonics: Decode words, using knowledge of phonics, syllabication, and word parts</p>	<p>Recognize high frequency words and irregular sight words. (R01-S1C3-PO5)</p>
	<p>Use knowledge of word order (syntax) and context to confirm decoding. (R01-S1C3-PO7)</p>
<p>Vocabulary: Acquire and use new vocabulary in relevant context.</p>	<p>Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>). (R01-S1C4-PO1)</p>
	<p>Identify the words that comprise contractions (e.g., <i>can't=can not, it's=it is, aren't=are not</i>). (R01-S1C4-PO3)</p>
<p>Fluency: Read fluently.</p>	<p>Consistently reading grade level text. (R01-S1C5-PO1)</p>
	<p>Read aloud with fluency in a manner that sounds like natural speech. (R01-S1C5-PO2)</p>
<p>Comprehension: Employ strategies to comprehend text.</p>	<p>Relate information and events in a reading selection to life experiences and life experiences to the text. (R01-S1C6-PO2)</p>
	<p>Ask relevant questions in order to comprehend text. (R02-S1C6-PO3)</p>

TUSD Elementary Reading Curriculum Map

Grade Level 1

District Framework

Reading Strand 2

Semester 1

ELD teachers must include English Language Proficiency (ELP) Standards and Discrete Skills Inventory (DSI) in daily instruction.

<p>Topic: Comprehending Literary Text (AZ Reading Standards- Strand 2)</p>
<p>Student Outcomes: Discuss and recommend books to others Appreciate authors, illustrators, genres, and styles Form opinions about authors and books and develop individual viewpoints Make connections among text experiences Become critical readers and thinkers</p>

<p>References, Resources and Supplemental Materials:</p>	
<p><u>Harcourt Trophies</u> Trophies Anthology Supplemental Materials Websites</p>	<p><u>Hampton Brown Avenues</u> Avenues Anthology English at Your Command Phonics Street Kidspiration Avenue Student Website Level Book Finder/Bookroom/ Trade books</p>

Knowledge (Concept)	Skills (PO)
<p>Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature</p>	<p>Identify the plot of a literary selection, heard or read. (R01-S2C1-PO1)</p>
	<p>Determine whether a literary selection, heard or read, is realistic or fantasy. (R01-S2C1-PO4)</p>
	<p>Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to rhyme and rhythm. (R01-S2C1-PO5)</p>
<p>Historical and Cultural Aspects of Literature: Recognize and apply knowledge of historical and cultural aspects of American, British, and world literature.</p>	<p>Not addressed at this time</p>

Key Vocabulary
<p>Harcourt Trophies or Avenues Key Vocabulary from Core Curriculum</p> <p>Grade Level Sight Words</p> <p>Academic Vocabulary from Performance Objectives.</p>

Assessments		
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Diagnostic/ Pretest	Site selected (such as DRA, Phonics Screeners, etc.)	e-Assessment Pre-Test, (DRA optional)
Formative	Core Curriculum Assessments, Site selected tests	Units 1-3 Tests
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21 st Century Readers and Writers Need to:
<ul style="list-style-type: none"> • Develop proficiency with the tools of technology • Build relationships with others to pose and solve problems collaboratively and cross-culturally • Design and share information for global communities to meet a variety of purposes • Manage, analyze and synthesize multiple streams of simultaneous information • Create, critique, analyze, and evaluate multi-media texts • Attend to the ethical responsibilities required by these complex environments <p>© National Council of Teachers of English, Position papers, 98-09</p>

TUSD Elementary Reading Curriculum Map

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Reading Strand 3

Semester 1

ELD teachers must include English Language Proficiency (ELP) Standards and Discrete Skills Inventory (DSI) in daily instruction.

Topic: Comprehending Informational Text (AZ Reading Standards- Strand 3)
Student Outcomes: Discuss and recommend books to others Become critical readers and thinkers Read to become informed on a wide range of topics Read to improve their lives Collect books and refer to them repeatedly

Knowledge (Concept)	Skills (PO)
Expository Text: Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	Identify the topic of expository text, heard, or read. (R01-S3C1-PO1)
	Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text. (R01-S3C1-PO3)
Functional Text: Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	Not addressed at this time.
Persuasive Text: Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	No PO's listed for this grade level.

Key Vocabulary
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References, Resources and Supplemental Materials:	
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21 st Century Readers and Writers Need to:
<ul style="list-style-type: none"> ● Develop proficiency with the tools of technology ● Build relationships with others to pose and solve problems collaboratively and cross-culturally ● Design and share information for global communities to meet a variety of purposes ● Manage, analyze and synthesize multiple streams of simultaneous information ● Create, critique, analyze, and evaluate multi-media texts ● Attend to the ethical responsibilities required by these complex environments <p>© National Council of Teachers of English, Position papers, 98-09</p>

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