

Curriculum: Eastern Lebanon School District
Date: Revised 1/2014

Course: Reading 1st

Topic: Comprehension Skills -1

Key Learning: Readers use skills before, during reading, and after reading to understand what they read.

Unit Essential Question: How do readers use skills before during and after reading to understand what they read.

<p>Concept: Reading with Accuracy and fluency to support comprehension (Fiction/Non-Fiction)</p>	<p>Concept: Respond to Literature (Fiction/Non-Fiction)</p>	<p>Concept: Read Independently</p>
<p>Standard: 1.1.1.E</p>	<p>Standards: 1.2.1.I 1.3.1.H</p>	<p>Standards: 1.2.1.L, 1.3..1.K</p>
<p>Lesson Essential Question: Why do I read on-level text with purpose and understanding? (1.1.1.E)</p>	<p>Lesson Essential Question: How do I identify basic similarities and differences between two texts on the same topic using graphic organizers? (1.2.1.I) How do I compare and contrast the adventures and experiences of characters in stories. (1.3.1.H)</p>	<p>Lesson Essential Question: How do I read and comprehend fiction and non-fiction text independently and proficiently.</p>
<p>Purpose Understanding Author’s purpose (PIE) Persuade Inform Entertain</p>	<p>Compare Contrast Similarities Differences Graphic organizer Cause/Effect Story Map</p>	<p>Fiction Non-fiction</p>

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Course: Reading 1st

Topic: Comprehension Skills -2

Key Learning: Readers use skills before, during reading, and after reading to understand what they read.

Unit Essential Question: How do readers use skills before during and after reading to understand what they read.

<p>Concept: Literary Elements of Fiction</p>	<p>Concept: Text Features of Non-Fiction</p>	<p>Concept: Main Idea and Details</p>
<p>Standards: 1.3.1.A, 1.3.1.C 1.3.1.D, 1.3.1.G</p>	<p>Standards: 1.2.1.E, 1.2.1.H</p>	<p>Standards: 1.2.1.A, 1.2.1.G, 1.3.1.B</p>
<p>Lesson Essential Question:</p> <p>How do you retell the important parts of a story in order? (1.3.1.A)</p> <p>How do you describe characters, settings, and major events in a story using key details? (1.3.1.C)</p> <p>How do you identify who is telling the story at various points in a text? (1.3.1.D)</p> <p>How do you use illustrations and details to retell the parts of a story? (1.3.1.G)</p>	<p>Lesson Essential Question:</p> <p>How do you use various text features to locate key facts or information in a text? (1.2.1.E)</p> <p>How does the author give reasons to support points in a text? (1.2.1.H)</p>	<p>Lesson Essential Question:</p> <p>What is main idea? (1.2.1.A) What are details? (1.2.1.A) How do you identify the main idea and retell key details of a text? (1.2.1.A)</p> <p>How do I use main idea, supporting details, and pictures to identify important information? (1.2.1.G)</p> <p>How do you use illustrations and details to retell the parts of a story? (1.3.1.G)</p>
<p>Character Setting Problem/Solution Beginning, Middle, End Order (sequence) Retell Illustrations</p>	<p>Headings Captions Graphic features Labels Title Pictures/photographs Key words/Bold print</p>	<p>Main idea Supporting details Illustrations text</p>

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Course: Reading 1st

Topic: Comprehension Strategies 1

Key Learning: Readers use strategies before, during reading, and after reading to understand what they read?

Unit Essential Question: How do readers use strategies before during and after reading to understand what they read?

<p>Concept: Making Connections</p>	<p>Concept: Ask Questions</p>	<p>Concept: Visualize</p>
<p>Standards: 1.2.1.C, 1.3.1.E, 1.3.1.J</p>	<p>Standards: 1.2.1.B</p>	<p>Standards: 1.2.1.G</p>
<p>Lesson Essential Question:</p> <p>What is a text to self-connection? (1.2.1.C)</p> <p>What is a text-to-text connection? (1.2.1.C)</p> <p>How do I make connections between events, ideas or pieces of information from different text? (1.2.1.C) (1.3.1.G)</p> <p>How do I make personal connections between events, ideas or pieces of information from a text? (1.2.1.C) (1.3.1.G)</p> <p>What are the major differences between fiction and non-fiction texts? (1.3.1.E)</p>	<p>Lesson Essential Question:</p> <p>What questions can I ask myself when I read? (1.2.1.B)</p>	<p>Lesson Essential Question:</p> <p>How do you use the details in a text to see the words as pictures in my mind? (1.2.1.G)</p>
<p>Text Fiction Non-fiction Personal connections Events connection</p>	<p>Who What When Why Where How</p>	<p>Mental image</p>

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Course: Reading 1st

Topic: Expand Vocabulary 1

Key Learning: Having a rich listening, speaking, and reading vocabulary helps me understand what I hear and read.

Unit Essential Question: Why is it important to know, find, and use interesting words?

Concept: Read Alouds	Concept: Multiple Meaning Words	Concept: Craft, Structure, and Vocabulary
Standards: 1.2.1.J, 1.2.1.K	Standards: 1.2.1.F, 1.3.1.I	Standards: 1.3.1.F
<p>Lesson Essential Question:</p> <p>How can I learn new words by listening to read alouds? (1.2.1.J)</p> <p>How do I use what I know to figure out the meaning of new words? (1.2.1.K)</p> <p>How do I use words and phrases to connect ideas? (1.2.1.J)</p>	<p>Lesson Essential Question:</p> <p>How can I use clues in a sentence to clarify/tell the meaning of words/phrases in a text? (1.2.1.F)</p> <p>How can I use word parts to determine the meaning of a word? (1.3.1.I)</p>	<p>Lesson Essential Question:</p> <p>How do I identify words and phrases in stories or poems that suggest feelings or appeal to senses? (1.3.1.F)</p>
Prior knowledge	Word Parts meaning	Poem Feelings Senses

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Topic: Fluency

Key Learning: Fluent readers read smoothly, accurately, and with expression.

Unit Essential Question: How do I read fluently?

Concept: Accuracy	Concept: Reading Rate	Concept: Expression
Standards: 1.1.1.E	Standards: 1.1.1.E	Standards: 1.1.1.E
Lesson Essential Question: How do you read on level orally with accuracy, appropriate rate, and expression? Why is it important to know some words quickly? Why is it important to read words correctly? How can I use what I know to quickly read new words?	Lesson Essential Question: Why do I change my reading speed? How can I change/apply different reading rates to match the text? How can I group words together when I read?	Lesson Essential Question: How do I change my voice to match the punctuation marks? How can I read the text to match the author's intended meaning and feeling?
Orally Accuracy Appropriate rate expression	Reading speed (rate) Voracious reading	Punctuation marks Period, comma, exclamation point, question mark

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Course: Reading 1st

Topic: Listening and Speaking Skills 1

Key Learning:
 Using listening and speaking skills helps me learn.

Unit Essential Question:
 How do I use listening and speaking skills to learn?

Concept: Listening Skills	Concept: Speaking Skills	Concept:
Standards: 1.5.1.B, 1.5.1.C	Standards: 1.5.1.A,D,E,F,G	Standards:
Lesson Essential Question: Why is it important to be a good listener? (1.5.1.B) How do I show that I am a good listener? (1.5.1.C)	Lesson Essential Question: Why is it important to speak clearly to your audience? (1.5.1.A,D,E,F) How do I participate in large and small group discussions? (1.5.1.A,D,E,F) How do I express my ideas and feelings clearly to an audience? (1.5.1.A,D,E,F) How do I speak clearly using proper English?(1.5.1.G)	Lesson Essential Question:
Ask and answer questions	Visuals Articulation	

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Course: Reading 1st

Topic: Phonemic Awareness/Listening and Speaking Skills 1

Key Learning: Hearing and playing with sounds helps me read and write.
 Using listening and speaking skills helps me learn.

Unit Essential Question: How does listening to and playing with sounds help me when I read and write?
 How do I use listening and speaking skills to learn?

<p>Concept: Sounds in a Word</p>	<p>Concept: Pulling Sounds Apart (Phoneme Segmentation)</p>	<p>Concept: Putting Sounds Together (Phoneme Blending)</p>
<p>Standards: 1.1.1.C #1 and #2</p>	<p>Standards: 1.1.1.C #2 and #4</p>	<p>Standards: 1.1.1.C</p>
<p>Lesson Essential Question: How do I “stretch” a word? (1.1.1.C #2) How do I clap the parts of a word? (1.1.1.C #2) What different sounds do each vowel letter make? (1.1.1.C #1)</p>	<p>Lesson Essential Question: How do I identify the beginning sound in a word? (1.1.1.C #4) How do I identify the middle sound of a word? (1.1.1.C #4) How do I identify the ending sound in a word? (1.1.1.C #4) How do I pull the sounds apart in words I hear? (1.1.1.C #2)</p>	<p>Lesson Essential Question: How do I blend sounds I hear to say a word? (1.1.1.C #2)</p>
<p>Syllable Long and short vowel</p>	<p>Beginning Middle Ending segment</p>	<p>blend</p>

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Course: Reading 1st

Topic: Phonemic Awareness/Listening and Speaking Skills 2

Key Learning: Hearing and playing with sounds helps me read and write.
Using listening and speaking skills helps me learn.

Unit Essential Question: How does listening to and playing with sounds help me when I read and write?
How do I use listening and speaking skills to learn?

Concept: Adding Sounds (Phoneme Addition)	Concept: Take Sounds Away (Phoneme Deletion)	Concept: Change a Sound (Phoneme Substitution)
Standards: 1.1.1.C #5	Standards: 1.1.1.C #5	Standards: 1.1.1.C #5
Lesson Essential Question: How do I add sounds to make new words? (1.1.1.C #5)	Lesson Essential Question: How do I take away sounds to make new words? (1.1.1.C #5)	Lesson Essential Question: How do I change a sound to make a new word? (1.1.1.C #5)

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Course: Reading 1st

Topic: Phonics 1

Key Learning:

Knowledge of sounds, letters, and words help me read and write.

Unit Essential Question:

How does knowing sounds, letters, and words help me become a reader and a writer?

Concept: Consonants	Concept: Consonant Blends	Concept: Short Vowels
Standards: 1.1.1.D #1	Standards: 1.1.1.C #3 and #4	Standards: 1.1.1.C
Lesson Essential Question: What sounds do each consonant letter make? (1.1.1.D) How can I use the consonant sounds to spell and read words? (1.1.1.D) What 2 letters can make 1 sound (digraphs) (1.1.1.D)	Lesson Essential Question: What is a consonant blend? (1.1.1.C #3) How do I use beginning consonant blends to spell and read words? (1.1.1.C #4) How do I use ending consonant blends to spell and read words? (1.1.1.C #4)	Lesson Essential Question: What sound does short vowel ____ make? (a,e,i, o, u) (1.1.1.C) How do I use the short vowel sound ____ (a, e, i, o, u) to spell and read words? (1.1.1.C)
Consonant Digraphs: ch, sh, th, wh	Beginning blend Ending blend	Vowel Short vowel

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Course: Reading 1st

Topic: Phonics 2

Key Learning:
 Knowledge of sounds, letters, and words help me read and write.

Unit Essential Question:
 How does knowing sounds, letters, and words help me become a reader and a writer?

Concept: Word Families (Phonograms)	Concept: Compound Words	Concept: Long Vowels
Standards: 1.1.1.D	Standards: 1.1.1.D #2	Standards: 1.1.1.C, 1.1.1.D
Lesson Essential Question: How do word families help me spell and read new words? (1.1.1.D) How do I decode 1+2 syllable words with a common pattern? (1.1.1.D)	Lesson Essential Question: What is a compound word? (1.1.1.D) How do I make and read compound words? (1.1.1.D)	Lesson Essential Question: What sound does long vowel _____ make? (a,e,i, o, u) (1.1.1.C and D) How do I use the long vowel sound _____ (a, e, i, o, u) to spell and read words? (1.1.1.C and D) How do I identify common vowel teams and final e? (1.1.1.D)
Word family Word chunk Onset/rime	Compound word	Vowel Long vowel CVVC CVCe

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Course: Reading 1st

Topic: Phonics 2

Key Learning:

Knowledge of sounds, letters, and words help me read and write.

Unit Essential Question:

How does knowing sounds, letters, and words help me become a reader and a writer?

Concept: Inflectional Endings	Concept: Irregular Words	Concept:
Standards: 1.1.1.D #3	Standards: 1.1.1.D	Standards:
Lesson Essential Question: How does adding an ending change how I say the word? (s, ed, ing) (1.1.1.D) How do I compare words? (er, est) (1.1.1.D)	Lesson Essential Question: How do I read grade appropriate irregularly spelled words.	Lesson Essential Question:
Ending Compare	irregular	

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Topic: Quality of Writing 1

Key Learning:

Writing is a means of documenting thinking and is a recursive process that conveys ideas, thoughts, and feelings?

Unit Essential Question:

What are the steps in the writing process and how does it help me to write?

Concept: Penmanship	Concept: Focus	Concept: Content
Standards: 1.4.1.F	Standards: 1.4.1.B	Standards:1.4.1.B, 1.4.1.C
Lesson Essential Question: How do I write letters correctly? (1.4.1.F) How does using spaces and punctuation help me to write? (1.4.1.F)	Lesson Essential Question: How do I choose a topic to write about? (1.4.1.B) How do I write about a topic? (1.4.1.B)	Lesson Essential Question: How do I write a few sentences about one topic (1.4.1.B) How do I develop the topic with 2 or more facts? (1.4.1.C)
	topic	Facts Topic

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Course: Reading 1st

Topic: Quality of Writing 2

Key Learning:

Writing is a means of documenting thinking and is a recursive process that conveys ideas, thoughts, and feelings?

Unit Essential Question:

What are the steps in the writing process and how does it help me to write?

Concept: Organization	Concept: Style	Concept: Conventions
Standards: 1.4.1.D 1.4.1.J	Standards: 1.1.1.B, 1.4.1.E, 1.4.1.K, 1.4.1.Q	Standards: 1.4.1.F, 1.4.1.L, 1.4.1.R
Lesson Essential Question: How do I use time order words so that my writing makes sense? (D) How do I arrange information to form a conclusion? (J)	Lesson Essential Question: What are the distinguishing features of a sentence? (B) What are the different kinds of words I can use in a sentence? (E, K, P) Why is it important to use many different kinds of words in a sentence? (E, K, P)	Lesson Essential Question: How can I make my writing easy for others to read? (F, L, R)
First Last Beginning End Graphic organizer	Adjective Noun Verb sentence	Punctuation Spelling capitalization

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Topic: Quality of Writing 3

Key Learning:

Writing is a means of documenting thinking and is a recursive process that conveys ideas, thoughts, and feelings?

Unit Essential Question:

What are the steps in the writing process and how does it help me to write?

Concept: Process	Concept:	Concept:
Standards: 1.4.1.E, 1.4.1.T, 1.4.1.U, 1.4.1.V, 1.4.1.W, 1.4.1.X	Standards:	Standards:
Lesson Essential Question: How do I fix my writing so other can read what I write? (T) How do I make my writing more interesting? (E) How can I use a variety of media to publish a piece of writing? (U) How do I collaborate to produce a writing project? (V) How do I use prior knowledge to answer a question? (W) How do I incorporate daily writing into my routine? (X)	Lesson Essential Question:	Lesson Essential Question:
Prewrite, edit, revise, details, draft, publish		

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Course: Reading 1st

Topic: Types of Writing

Key Learning:
 Purpose, topic, and audience guide types of writing.

Unit Essential Question:
 How do the different types of writing help me explain different ideas?

<p>Concept: Narrative</p>	<p>Concept: Informational</p>	<p>Concept: Opinion</p>
<p>Standards: 1.4.1.M, 1.4.1.N, 1.4.1.O, 1.4.1.P</p>	<p>Standards: 1.4.1.A</p>	<p>Standards: 1.4.1.G, 1.4.1.H, 1.4.1.I</p>
<p>Lesson Essential Question:</p> <p>What are the different parts of a narrative story? (1.4.1.M N O P)</p> <p>How do I write a narrative story with a beginning, middle, and end? (1.4.1. M N O P)</p> <p>How do I add thoughts and feelings to a narrative story? (1.4.1. M N O P)</p>	<p>Lesson Essential Question:</p> <p>What are the different kinds of informational pieces? (1.4.1.A)</p>	<p>Lesson Essential Question:</p> <p>How do I write opinion pieces on familiar topics? (1.4.1. G H I)</p>
<p>Narrative Beginning Middle End Characters Setting plot</p>	<p>inform</p>	<p>Opinion Supporting details</p>