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Reading Curriculum Map Grade 1 p. 1 of 34

Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
1	P r o c e d u r e W o r k	1	Independent Reading	-I Chart - What it looks like, what it sounds like for students and teacher. -Model and practice student procedures for “Read to Self” -Begin working on stamina		I Chart <i>Read to Self</i>	
		2	Independent Reading	-Model Three Ways to Read a Book: Read the Pictures, Read the Words, Retell a Familiar Story -Review I chart - Model and practice student procedures for “Read to Self” -Discuss where to sit in the room -Work on reading stamina		- I Chart <i>Read to Self</i>	
		3	Choosing Good Fit Books	-Teach how to choose good fit books -Review I chart -Working on reading stamina		-Chart <i>Ways to Choose Books</i> -Daily 5 page 30 Shoe Lesson - <i>The Cafe</i> page 179	
		4	Making Good Book Choices	-Review I chart -Readers have criteria to judge whether a book is just right for independent reading. -Working on reading stamina		-Chart <i>Easy, Just Right, Challenging</i> -Refer to I-PICK chart page 30	
		5	Reading to Someone	-I Chart What it looks like, what it sounds like for students and teacher -Model EEKK -Practice stamina with partner -Review I-Chart for Read to Self -Work on Read to Self Stamina		-I Chart Read to Someone -I Chart Read to Self	

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Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
2	P r o c e d u r e W o r k	6	Check for Understanding	<ul style="list-style-type: none"> -Review I Chart for Read to Someone -Model and practice “Check for Understanding” -Add to Café Menu -Review I-Chart for Read to Self -Work on Read to Self Stamina 	1.1.15 RF.4.a-c RI.1	<ul style="list-style-type: none"> -I Chart Read to Someone Café book p. 154 -Café Menu -I Chart Read to Self 	mCLASS: Reading Testing
		7	How to Choose a Partner How to Choose Books	<ul style="list-style-type: none"> -Model procedure for selecting a partner for Read to Someone -Raise your hand as a silent signal that you need a partner - Give eye contact with another person who has their hand raised -Walk to the person and say, “Do you want to be my partner?” - Partner says “Sure” -Model procedure for selecting book for Read to Someone -Talk about it and make a deal - Rock, paper, scissors -Review I-Chart for Read to Self -Work on Read to Self Stamina 	1.1.15 RF.4.a-c RI.1	<ul style="list-style-type: none"> - I Chart Read to Someone -I Chart Read to Self 	
		8	How to Buzz with Each Other	<ul style="list-style-type: none"> -Students learn how to listen to each other and share effectively as partners or in small groups -Model and practice Coaching or Time -If partner comes to a word they don’t know the other partner: counts to 3, asks “Do you want coaching or time?” - If coaching, they use clues to help partner -Review I-Chart for Read to Self -Work on Read to Self Stamina 	1.1.12 1.1.15 RF.4.a-c RI.1	<ul style="list-style-type: none"> -Chart <i>How to Buzz Effectively</i> -Chart <i>Read to Self</i> 	

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<p style="text-align: center;">9</p>	<p style="text-align: center;">Abandoning Books</p>	<ul style="list-style-type: none"> -Students learn that, after a good try, they may have a reason to abandon a book -Sometimes readers abandon books for specific reasons -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 		<ul style="list-style-type: none"> -Chart <i>Why Readers Abandon Books</i> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>
<p style="text-align: center;">10</p>	<p style="text-align: center;">Distinguishing Between Fantasy and Reality</p>	<ul style="list-style-type: none"> -Students are able to distinguish between two types of books as a foundation for learning about genre. -Each genre has specific characteristics. -Students learn to categorize books so that they can vary their reading. -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 	<p style="text-align: center;">1.3.4 RL.5</p>	<ul style="list-style-type: none"> - Chart <i>Books We've Shared</i> Examples of Books that have been read aloud -Chart <i>Fantasy/Reality</i> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>

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Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
3	P r o c e d u r e w o r k	11	Keeping a Record of your Reading	<ul style="list-style-type: none"> -Reading Log -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 	1.5.5 W.2	<ul style="list-style-type: none"> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i> 	mCLASS: Reading Testing
		12	Procedures for Work on Writing	<ul style="list-style-type: none"> -I Chart What it looks like, what it sounds like for students and teacher -Model what to do when writing words they can't spell (underline and go on) 		<ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> 	
		13	Procedures for Work on Writing	<ul style="list-style-type: none"> -Review I-Chart What it looks like, what it sounds like for students and teacher -Work on Writing Stamina, Read to Self, and Read to Someone 		<ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> 	
		14	Procedures for Work on Writing	<ul style="list-style-type: none"> -Review I chart - Model and practice student procedures for "Work on Writing" -Brainstorm and practice where to sit -Brainstorm and practice what materials to use during writing (notebook, pencil, drawing) -Work on Writing, Read to Self, and Read to Someone Stamina 	1.5.5 W.2	<ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> 	

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		15	Writing Responses to your Reading	<ul style="list-style-type: none"> -Readers can share their thinking about reading through writing. Possible Types of Responses: -wonderings -predictions -connections -inferences -drawing conclusions -book recommendations -letters -Work on Writing, Read to Self, and Read to Someone Stamina 	1.5.1 W.3 1.5.5 W.2	-Chart <i>Responses to Reading</i>
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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		16	What to Write About	<ul style="list-style-type: none"> -Make a list of “topics” to write about -Choice: Work on Writing, Read to Self, Read to Someone 	1.4.1 W.5	-Chart <i>Writing Topics</i>	
		17	CAFÉ: Accuracy and Expand Vocabulary Word Work	<ul style="list-style-type: none"> Mini Lesson 1 -Cross Checking Mini Lesson 2 - Tune into Interesting Words Mini Lesson 3 -Introduce Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone 	1.1.4, RF.2 1.1.12 RF.4 (1.5.4)	<i>The Café</i> - page 170 <i>The Café</i> - page 185 - I Chart <i>Word Work</i>	

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18	<p>CAFÉ: Comprehension, Accuracy and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Back up and reread</p> <p>Mini Lesson 2 -Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>1.1.4, RF.2 1.1.12, RF.4 1.2.5, RI.4 (1.5.4)</p>	<p><i>The Café-</i> page 155 - I Chart <i>Word Work</i></p>
19	<p>CAFÉ: Fluency, Comprehension, Accuracy and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Read appropriate level text that are a “Good Fit”</p> <p>Mini Lesson 2 --Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>1.1.4, RF.2 1.1.12, RF.4 1.1.15, RF.4 1.2.5, RI.4 (1.5.4)</p>	<p><i>The Café-</i> page 179 - I Chart <i>Word Work</i></p>
20	<p>CAFÉ: Comprehension and Fluency</p> <p>Word Work</p>	<p>Mini Lesson 1 -Monitor and Fix Up</p> <p>Mini Lesson 2 --Voracious Reading</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>1.1.12, RF.4 1.1.15, RF.4 1.2.5, RI.4 1.3.5, RL.1</p>	<p><i>The Café-</i> page 156 <i>The Café-</i> page 178 - I Chart <i>Word Work</i></p>

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Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
5	P r o c e d u r	21	CAFÉ: Expand Vocabulary and Comprehension Listen to Reading	Mini Lesson 1 -Voracious Reading Mini Lesson 2 -Use Prior Knowledge to Connect with Text Mini Lesson 3 -Introduce Listen to Reading Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone, Word Work	1.1.15, RF.4	<i>The Café</i> - page 184 <i>The Café</i> - page 158 - I Chart <i>Listen to Reading</i>	
		22	CAFÉ: Expand Vocabulary Listen to Reading	Mini Lesson 1 -Use word parts to determine meaning of words (Prefixes) Mini Lesson 2 -Use word parts to determine meaning of words (Suffixes) Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone	1.1.17, RF.3a-g	<i>The Café</i> - page 187 - I Chart <i>Listen to Reading</i>	

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23	<p>CAFÉ: Expand Vocabulary</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Use word parts to determine meaning of words (Prefixes)</p> <p>Mini Lesson 2 -Use word parts to determine meaning of words (Suffixes)</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	1.1.17, RF.3a-g	<p><i>The Café-</i> page 187 - I Chart <i>Listen to Reading</i></p>
24	<p>CAFÉ: Comprehension and Fluency</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Make a picture or a mental image</p> <p>Mini Lesson 2 -Read appropriate level texts that are a good fit</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone, Listen to Reading</p>	1.1.15, RF.4	<p><i>The Café-</i> page 159 <i>The Café-</i> page 179 - I Chart <i>Listen to Reading</i></p>
25	<p>CAFÉ: Accuracy</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Blend Sounds: stretch and reread</p> <p>Mini Lesson 2 -Use beginning and ending sounds</p> <p>Mini Lesson 3 -Review an I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone, Listen to Reading</p>	1.1.9, RF.3a-g, RF.2a-d 1.1.4, RF.2a-d	<p><i>The Café-</i> page 173 <i>The Café-</i> page 172</p>

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
6	The Hat	Comprehension	Sequence *Summarize text; include sequence of main events	Reading: (1.1.1)-L.6, (1.1.7), (1.2.7)- RI 10 1.1.4-RF2 a-d, 1.1.9-RF2a-d, 1.2.1-RI.5, 1.1.10-RF3 a-g, 1.1.12-RF4 a-c, 1.1.15-RF4, 1.1.18-L5 a-d, (1.2.2), 1.2.3-RI-1, 1.3.1-RL7, (1.7.7), (1.7.10), RL10 Phonics: L.6, (1.1.2), (1.1.6), (1.1.8), (1.1.11) Grammar: 1.1.3-RF1, L6, 1.4.1-W5, 1.4.2-W2, 1.6.7-L.2 a-e	CAFÉ: p. 78-80, p.101, 164	Fountas and Pinnell Benchmark Assessment
		Accuracy Phonemic Awareness and Phonics	*Flip the Sound (Phoneme: /a/) Short Vowel /a/a Phonograms –ap, -at *Use beginning and ending sounds *Blend sounds, stretch and reread *Look carefully at letters and words Focus on Short Vowel /a/a Generate Rhyming Words *Produce rhyming words *blend onset and rime Using Decoding/Phonics		CAFÉ: p. 74-78 p. 174 p. 90-95 Café p. 116-119 p. 172 Café p. 118, 173 Interactive CAFÉ Menu	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: Mistress Pratt Café p. 181	
		Expand Vocabulary	a, the, down, got, up			

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
7	Sa m a n d t h e B a g	Comprehension	Predict Outcomes *Make and adjust predictions; use text to confirm Reread text *Back up and reread	Reading 1.1.4- RF 2 a-d, 1.2.1-RI.5, (1.7.1) (1.7.7),L6, 1.1.12- RF 4 a-c, 1.1.15-RF4 a- c, 1.2.3- RI.1, 1.2.5- RI.4, (1.2.6)- RI.10, 1.3.1- RL 7, RL 10, (1.7.2) (1.7.6) Phonics (1.2.2), (1.1.6) (1.1.8) 1.1.9- RF 2 a-d, L.6, (1.1.11) Grammar 1.1.3- RF1, L6, 1.4.2- W2, W1, 1.4.3- W4, 1.5.1- W3, 1.6.1- L1, 1.6.8-L2	CAFÉ: p. 161 Café: p. 36-37 p. 38-39 p. 155	
		Accuracy Phonemic Awareness and Phonics	Short Vowel /a/ *Look carefully at letters and words Inflection –s *Look carefully at letters and words		Interactive café menu	
		Fluency Comprehension, Accuracy, Rate, Expression	*Reread text *Practice common sight words and high- frequency words		CAFÉ: p. 82-83, 180 Poem: <u>Caveman Dan</u>	
		Expand Vocabulary	up, go, and, in, oh, yes			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
8	Ants	<p>Comprehension</p>	<p>Details *Use main idea and supporting details to determine importance</p> <p>Use Decoding/Phonics</p>	<p>Reading 1.1.4-RF2 a-d, 1.1.5-RF 3 a-g, 1.1.9- RF 2 a-d,(1.2.7)- RI.10, (1.7.7) L6, 1.1.12-FR4 a-c, (1.1.14), 1.1.15- RF 4 a-c, 1.2.3- RI.1 (1.2.4) 1.2.5- RI.4, 1.3.1- RL2, (1.7.10)- RL10 Phonics (1.1.2)- L6, (1.1.8) 1.1.10- RF2 a-d, (1.1.11), (1.6.4) Grammar 1.1.3- RF1, L6, 1.1.4-RF2 a-d, 1.4.2- W2, W1, 1.4.3-W4, 1.6.6-L2 a-e, 1.6.8- L2</p>	<p>CAFÉ: p. 165</p>	
		<p>Accuracy Phonemic Awareness and Phonics</p>	<p>Short Vowel /i/I *Look carefully at letters and words *Produce rhyming words *Blend sounds</p> <p>Phonograms –ill, -it *Produce and recognize rhyming words *Blend sounds *Blend onset and rime</p> <p>Contraction 's *Look carefully at letters and words</p>		<p>Interactive Café menu CAFÉ: p. 118, 173</p>	
		<p>Fluency Comprehension, Accuracy, Rate, Expression</p>	<p>*Practice common sight words and high-frequency words</p>		<p>Poem: <u>A Dip in the Ocean</u></p>	
		<p>Expand Vocabulary</p>	<p>yes, and, make, they, walk</p>			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
9	Jack and Rick	Comprehension	Sequence *Summarize text; including sequence of main events *Predict what happens next *Make and adjust predictions; use text to confirm	Reading 1.1.4- RF 2 a-d, 1.1.5 Rf 3 a-g, 1.1.9_ Rf 2 a-d, 1.2.1- RI 5, (1.7.1) L6, 1.1.12- RF 4 a-c, 1.1.15- Rf 4 a-c, (1.2.2) RI 10, 1.2.3- RI.1, (1.2.4) (1.2.6), 1.3.1- RL 2, RL 10, (1.7.7) (1.7.10) Phonics (1.1.2) L6, (1.1.11) (1.1.14) 1.1.16- RF3 a-g, (1.6.4) Grammar 1.1.3- RF1, L6, 1.5.2- W2, (1.5.4) 1.5.5- W1, W2, W3, 1.6.2- L1 a-j, 1.6.6- L2 a-e	CAFÉ: p. 78-80, 101, 164 CAFÉ: p. 161	
		Accuracy Phonemic Awareness and Phonics	Diagraph /k/ck *Blend onset and rime *Produce and recognize rhymes *Blend sounds; stretch and reread Phonograms –ick, -ink *Blend onset and rime *Produce and recognize rhymes *Blend sounds; stretch and reread Contraction 'll *Look carefully at letters and words		Interactive Café Menu CAFÉ: p. 118,173	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Mary Mack</u>	
		Expand Vocabulary	Build Concept Vocabulary *Tune in to interesting words they, walk, help, now, play, too, want			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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10	Todd's Box	Comprehension	Draw Conclusion Make Inferences *Infer and support with evidence	Reading 1.1.9- RF 2 a-d, 1.1.10 Rf3 a-g, 1.2.1- RI.5, L6, (1.7.1), 1.1.12- Rf4 a-c, 1.1.15 Rf 4 a-c, 1.2.3, RI 1, 1.2.5, R1-4, (1.2.6)- RI 10, (1.2.7), 1.3.1- RL2, RL 10, (1.7.2) Phonics (1.1.2)- L6, 1.1.4- RF2 a-d, (1.1.6), (1.1.11), 1.1.17- L4 a- c, RF3 a-g Grammar 1.4.3-W4, 1.5.1- W3, 1.6.6- L2 a-e, 1.6.7- L2 a-e, 1.6.8- L2, (1.7.9)	CAFÉ: p. 162	
		Accuracy Phonemic Awareness and Phonics	Short vowel /o/o *Look carefully at letters and words *Produce rhyming words *Blend sounds Inflections –ed, -ing *Chunk letters and sounds together		Interactive Café Menu CAFÉ: p. 118, 173 Café: p. 109, 175	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>One Cool Tot</u>	
		Expand Vocabulary	Inflections –ed, -ing *Use word parts to determine the meaning of words now, want, don't, of, so		Café: p. 122-125, 187	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
11	All That Corn	Comprehension	Sequence *Summarize text *Retell the story Self-Correct *Monitor and fix up	Reading 1.1.4- Rf2 a-d, 1.1.10- RF3 a-g, L6, (1.7.1), (1.7.4), 1.1.12- RF4 a-c, 1.1.15- RF 4 a-c, (1.2.2) RI 10, 1.2.3- RI 1, 1.3.1- RL 2, RL 10. (1.7.7) (1.7.10) Phonics (1.1.2)- L6, (1.1.6), (1.1.8), (1.1.11), 1.1.16- RF 3 a-g Grammar 1.4.1- W5, 1.4.2- W2, W1, (1.5.4), 1.6.6- L2 a-e, 1.6.7- L2 a-e	CAFÉ: p. 78-80, 79f, 101, 164 Café: p. 157 Café: p. 156	
		Accuracy Phonemic Awareness and Phonics	Vowel Variant /o/a (ex. all) *Produce and recognize rhyming words Phonograms –all, ill *Blend sounds; stretch and reread Contraction n't *Look carefully at letters and words		Interactive Café Menu CAFÉ: p. 118, 173	

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	Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words	Poem: <u>Humpty Dumpty</u>
	Expand Vocabulary	of, so, buy, that, very, where	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
12	Da n's Pe t	Comprehension	Setting *Recognize literacy elements Create Mental Images *Make a picture or mental image	Reading 1.1.4- RF 2 a-d, L6, 1.1.9 RF2 a-d, (1.7.1), (1.7.7), 1.1.12- Rf4 a-c, 1.1.15- RF 4 a- c, 1.2.3 RI 1, RI 2, (1.2.4)- RI10, 1.2.5- RI 4, (1.2.7), 1.3.1- RL 3, RL10, (1.7.3) Phonics (1.1.6)- L6, (1.18), 1.1.10- RF 2 a-d, (1.1.11) Grammar 1.4.1- W5, 1.5.1- W3, (1.5.4), 1.6.7- L2 a-e, 1.6.8- L2 a-e	CAFÉ: p. 167 Café: p. 159	
		Accuracy Phonemic Awareness and Phonics	Short vowel /e/e *Look carefully at letters and words *Produce rhyming words *Blend sounds Initial blends with s *Blend sounds; stretch and reread		Interactive CAFÉ Menu Café: p.118, 173	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>E Things</u>	
		Expand Vocabulary	that, very, day, every, her, said, was, with			

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
13	Bo ots for Be th	Comprehension	Cause/Effect *Recognize and explain cause and effect relationships Sequence Events/Summarize *Summarize text	Reading (1.1.7)- L6, 1.2.1 RI 5, (1.7.1), (1.7.2), (1.7.7), 1.1.12- Rf 4 a-c, 1.1.15- RF 4 a-c, (1.2.2)- RI 10, 1.2.3- RI 1, RI 2, (1.2.6) 1.3.1- RL 3, RL 10, (1.7.4), (1.7.5) Phonics (1.1.8) -L6, 1.1.10- Rf 2 a-d, (1.1.11), (1.1.14) Grammar 1.5.2- W2, (1.5.3), 1.6.2- L1 a-j, 1.6.7- L2 a-e	CAFÉ: p. 168 Café: p. 78-80, 79f, 101	
		Accuracy Phonemic Awareness and Phonics	Digraph /th/ *Blend sounds Phonograms –est, -ent *Blend sounds *Recognize words at sight *Recognize and produce rhyming words		CAFÉ: p. 118,173 Interactive Café Menu	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Hole in the Bucket</u>	
		Expand Vocabulary	was, said, could, friends, new, put, she, use			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
14	S pa ce Pu	Comprehension	Cause/Effect *Recognize and explain cause-and-effect relationships Reread *Monitor and fix up: Back up and reread	Reading 1.1.4- RF2 a-d, L6, 1.1.5- RF2 a-d, (1.7.1), (1.7.7), 1.1.12-RF4 a-c, 1.1.15-RF4 a-c, 1.2.3- RI1, RI2, (1.2.6)- RI 10, (1.2.7), 1.3.1- RL 3, RL10, (1.7.2) (1.7.9) Phonics	CAFÉ: p. 168 CAFÉ: p. 156	

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	<p>Accuracy Phonemic Awareness and Phonics</p> <p>Short vowel /u/ *Look carefully at letters and words *Produce rhyming words *Blend sounds</p> <p>Initial blends with r *Blend sounds; stretch and reread</p>	<p>Interactive Café Menu CAFÉ: p. 118, 173</p> <p>CAFÉ: p36-37, 155</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <p>*Reread text</p> <p>*Practice common sight words and high-frequency words</p>	<p>Poem: <u>What I Saw</u></p>
	<p>Expand Vocabulary</p> <p>she, use, gives, he, night, out, people, says, when, your</p>	<p>CAFÉ: p. 190</p> <p>CAFÉ: p. 185</p>

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
15	W h e r e D o F r o g s C o m e F r o m ?	Comprehension	<p>Details *Use main idea and supporting details to determine importance</p>	<p>Reading 1.1.4- RF 2 a-d, (1.1.8)- L6, 1.1.9- RF2 a-d, (1.7.1), (1.7.7) 1.1.12- RF4 a-c, 1.1.15- RF4 a-c, 1.2.5- RI 4, RI 10, 1.3.1- RL 3, (1.3.2) - RL10, 1.5.2-W2, (1.7.10) Phonics 1.1.10- RF2 a-d, (1.1.11)- L6, (1.1.14), 1.1.16- RF3 a-g Grammar 1.4.1- W5 1.4.2- W1 W2 1.5.1- W3, (1.5.3), 1.6.2-L1 a-j</p>	CAFÉ : p 165	
		Accuracy Phonemic Awareness and Phonics	<p>Look for word bits and parts *Chunk letters and sounds together</p> <p>Diphthong /ng/ *Blend sounds</p> <p>Phonograms –ang, -ing *Blend sounds *Recognize words at sight *Recognize and produce rhyming words</p>		<p>CAFÉ: p. 109, 175 CAFÉ: p. 118, 173</p> <p>Interactive Café Menu</p>	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: Fat Little Frog	
		Expand Vocabulary	your, when, eat, from, gone, grows, or, two			

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
16	T ry Yo ur Be st	Comprehension	Character *Recognize literacy elements Self-Correct *Monitor and fix up	Reading 1.1.4- RF 2 a-d, (1.1.8)- L6, 1.1.9- RF2 a-d, (1.7.1), (1.7.7), 1.1.12- RF4a- c, 1.1.15- RF4 a-c, 1.2.5- RI 4 (1.2.7)- RI 10, 1.3.1- RL 3 RL10, (1.3.2) (1.7.8) (1.7.10) Phonics (1.1.11)- L6, (1.1.13), (1.1.14), 1.1.16- RF3 a-g Grammar- 1.4.2- W1 W2, 1.5.1- W3, 1.6.2-L1 a-j, 1.6.3- L1 a-j	CAFÉ: p. 167 CAFÉ: p. 156	
		Accuracy Phonemic Awareness and Phonics	r-Controlled Vowel: -or, -ore *Blend sounds CVC-CVCC words *Blend sounds *Look carefully at letters and words *Cross Checking Word Patterns: Compound Words		Interactive Café Menu CAFÉ: p. 118, 173 CAFÉ: p 34-36	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high- frequency words		Poem: <u>At the Shore</u>	
		Expand Vocabulary	two, from, be, good, Mr., need, our, right, saw, time, try			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		Comprehension	Details *Use main idea and supporting details to determine importance Reread Aloud *Back up and reread	Reading 1.1.4- RF 2 a-d, (1.1.8)-L6, (1.7.1), 1.1.12- RF4 a-c, 1.1.15- RF4 a-c, 1.1.18-L5 a-d, 1.2.3- RI 1, RI 2, RI 10, 1.3.1- RL 3, RL10, (1.7.4) (1.7.6) (1.7.7)	CAFÉ: p. 165 CAFÉ: p. 36-37, 38- 39, 155	

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	<p>Accuracy Phonemic Awareness and Phonics</p>	<p>Digraph /sh/ *Blend sounds</p> <p>Initial blends with s and r *Blend sounds *Use beginning and ending sounds</p>	<p>CAFÉ: p. 118, 173</p> <p>CAFÉ: p 116-119, 172</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>	<p>*Reread text</p> <p>*Practice common sight words and high-frequency words</p>	<p>CAFÉ: p. 82-83, 180 Poem: <u>Wish Upon a Star</u> Interactive Café Menu</p>
	<p>Expand Vocabulary</p>	<p>*Use pictures, illustrations, and diagrams</p> <p>be, try, away, food, funny, hide, how, many, some, their</p>	<p>CAFÉ: p. 171</p>

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
18	I A m a B u t t l e r f l y	Comprehension	<p>Predict outcomes *Make and adjust predictions: use text to confirm</p>	<p>Reading 1.1.9- RF 2 a-d, L6, 1.1.18- L5 a-d, (1.7.1), (1.7.7), 1.1.12- RF 4 a-c, 1.1.15-RF 4 a-c, 1.2.3- RI 1, (1.2.6)- RI 10 (1.2.7), 1.3.1- RF 2, RL 10, (1.7.10) Phonic 1.1.4- RF 2 a-d, (1.1.8)- L6, 1.1.10-RF 2 a-d, (1.1.11) Grammar 1.4.1- W5, 1.4.2- W2, W1, 1.5.2- W2, 1.6.2- L1 a-j, 1.6.3- L1 a-j</p>	CAFÉ: p. 161	
		Accuracy Phonemic Awareness and Phonics	<p>Look for word bits and parts *Chunk letters and sounds together</p> <p>Digraph /ch/, tch *Blend sounds</p> <p>Initial blends with l *Blend sounds</p>		CAFÉ: p. 109, 175 CAFÉ: p. 118, 173	
		Fluency Comprehension, Accuracy, Rate, Expression	<p>*Practice common sight words and high-frequency words</p>		Poem: <u>At the Beach</u> Interactive Café Menu	
		Expand Vocabulary	<p>how, many, air, animals, around, fly, live, soon, turns</p>			

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
19	D id Y ou S ee Ch ip?	Comprehension	Setting * Recognize literacy elements Make Inferences *Infer and support with evidence	Reading 1.1.4- RF 2 a-d, (1.1.8)-L6, 1.1.9- Rf 2 a-d, (1.7.1) (1.7.6), 1.1.12- RF 4 a-c, 1.1.15-RF 4 a-c, 1.1.18- L5 a-d, 1.2.3- RI-1, 1.2.5-RI 4, (1.2.7)-RI 10, 1.3.1- RL 2 RL 10, (1.7.5) Phonics 1.1.3- RF1, 1.1.5- RF 3 a-g, (1.1.11)- L6, 1.1.17- L4 a-c, RF 3 a-g Grammar 1.4.1- W5, (1.5.3), (1.5.4), 1.5.5- W1, W2, W3, 1.6.2- L1 a- j, 1.6.8- L2 a-e	CAFÉ: p. 167 CAFÉ: p. 162	
		Accuracy Phonemic Awareness and Phonics	r-Controlled Vowel: -ar *Chunk letters and sounds together Inflections –s, -ed, -ing *Chunk letters and sounds together *Blend sounds		CAFÉ: p. 109, 175 CAFÉ: p. 118, 173	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Marvelous Starry Sky</u>	
		Expand Vocabulary	live, soon, city, house, sometimes, take, there			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
20	To m as Ri ver a	Comprehension	Character *Recognize literacy elements Sequence Events/Summarize *Summarize text	Reading 1.1.4- RF 2 a-d, (1.1.8)- L6, 1.3.2, (1.7.1), 1.1.12- RF 4 a-c, 1.1.15-RF 4 a-c, (1.2.2) RI 10, 1.2.3- RI 1, 1.3.1- RL 2, RL 10, 1.5.2- W2, (1.7.4), (1.7.7) Phonics 1.1.9 RF 2 a-d, 1.1.10- RF 2 a-d, (1.1.11)- L6, 1.1.17-	CAFÉ: p. 167 CAFÉ: p. 78-80, 79f, 101	mCLASS: Reading Assessment

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	<p>Accuracy Phonemic Awareness and Phonics</p> <p>Digraphs /kw/qu, /hw/wh *Blend sounds</p> <p>Initial blends with l *Blend sounds</p> <p>*Skip the word, then come back</p>	<p>CAFÉ: p. 118, 173</p> <p>CAFÉ: p. 1726</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <p>*Practice common sight words and high-frequency words</p>	<p>Poem: <u>Whistling Wind</u> Interactive Café Menu</p>
	<p>Expand Vocabulary</p> <p>who, there, about, books, by, family, grew, read, work, writing</p>	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
21	On the Way to the Po nd	<p>Comprehension</p> <p>Setting *Recognize literacy elements</p> <p>Read Ahead *Ask questions throughout the reading process</p>	<p>r-Controlled Vowel /ur/er, ir, ur *Blend sounds</p> <p>Contractions 've, 're *Look carefully at letters and words</p>	<p>Reading 1.1.4-RF 2 a-d, (1.1.8)- L6, 1.1.9- RF 2 a-d, (1.7.1), (1.7.7), 1.1.12- RF 4 a-c, 1.1.15-RF 4 a-c, 1.2.3- RI- 1, 1.2.5- RI-4, (1.2.7)- RI 10, 1.3.1- RL 2, RL 10, (1.7.8), (1.7.10) Phonics (1.1.11)- L6, (1.1.13), 1.1.16- RF 3 a-g, 1.1.17- RF 3 a-g Grammar 1.4.1- W5, 1.5.5- W1, W2, W3, 1.6.2- L1 a-j, 1.6.7- L2 a-e, 1.6.8- L2 a-e</p>	<p>CAFÉ: p. 167</p> <p>CAFÉ: p. 160</p>	mCLASS: Reading Assessment
		<p>Accuracy Phonemic Awareness and Phonics</p>			<p>CAFÉ: p. 118, 173</p> <p>Interactive Café Menu</p>	
		<p>Fluency Comprehension, Accuracy, Rate, Expression</p> <p>*Practice common sight words and high-frequency words</p>			<p>Poem: <u>I Wonder</u></p>	
		<p>Expand Vocabulary</p> <p>work, grew, find, follow, found, four, full, these, way, were</p>				

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
22	Friends Forever	Comprehension	Fact/Fiction *Identify fiction and nonfiction *Back up and reread	Reading 1.1.4- RF 2 a-d, 1.2.3-RI 1, L6, (1.7.1) (1.7.5), 1.1.12- RF 4 a-c, 1.1.15- RF 4 a-c, 1.2.3- RI 1, 1.2.5-RI-4, (1.2.7)-RI 10, 1.3.1- RL 2, RL 10, (1.7.2), (1.7.4) Phonics (1.1.8)- L6, 1.1.10- RF2 a-d, (1.1.11), 1.1.17- L4 a-c, RF 3 a-g Grammar 1.4.1- W5, 1.5.1- W3, 1.6.1- L1 a-j, 1.6.2- L1 a-j, 1.6.8- L2 a-e	Interactive Café Menu CAFÉ: p. 36-39, 155 Poem: <u>Hey Diddle Diddle</u>	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Syllable /l/-le *Blend sounds: stretch and reread Inflections –er, -est *Chunk letters and sounds together			
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words			
		Expand Vocabulary	were, four, each, great, other, place, school, talk, together			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
23	The Fox and the Stork	Comprehension	Character *Recognize literacy elements Make and confirm predictions *Make and adjust predictions, use text to confirm	Reading 1.1.4- RF 2a-d, (1.1.8)- L6, 1.1.9- RF2 a-d, (1.7.1) (1.7.8), 1.1.12- RF4 a-c, 1.1.15- RF 4 a-c, 1.2.3- RI 1, (1.2.6) - RI 10, 1.3.1- RL 2, (1.3.2)- RL 10, (1.7.2) (1.7.10) Phonics 1.1.5- RF 3 a-g, (1.1.11) L6, (1.1.13), 1.1.17- L4 a-c, RF3 a-g Grammar 1.4.1- W5, 1.4.3- W4, 1.6.1- L1 a-g, 1.6.2	CAFÉ: p. 167 CAFÉ: p. 161 CAFÉ: p. 74-78, 79f, 77f, 174, 90-95 CAFÉ: p. 118, 173 CAFÉ: p. 116-119, 172	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Long Vowel /o/ -ow, oa *Flip the Sound Initial blends with s and r *Blend sounds; stretch and reread *Use beginning and ending sounds			

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	Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Winter Show</u> Interactive Café Menu
	Expand Vocabulary	talk, school, door, kind, made, who, would		

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
24	A B ed Ful l of Ca ts	Comprehension	Make and confirm predictions *Make and adjust predictions; use text to confirm Draw conclusions *Make and adjust predications; use text to confirm	Reading 1.1.4- RF 2a-d, (1.1.8)- L6, 1.1.9- RF2 a-d, 1.1.18- L5 a-d, 1.2.1 RI 5, (1.3.2) (1.1.2) 1.1.12- RF4 a-c, 1.1.15- RF 4 a-c, 1.2.3- RI 1, (1.2.6) - RI 10, 1.3.1- RL 2, RL 10, (1.7.3) (1.7.10) Phonics (1.1.1)- L6, (1.1.6), 1.1.10- RF 2 a-d, (1.1.11), (1.1.13) 1.1.16- RF3 a-d Grammar 1.5.1- W3, 1.5.5- W3, 1.6.2- L1 a-j, 1.6.6- L2 a-e, 1.6.8- L2 a-e	CAFÉ: p. 161	
		Accuracy Phonemic Awareness and Phonics	Long Vowel ee, ea *Flip the Sound Contractions 's, n't, 'll *Look carefully at letters and words		CAFÉ: p. 74-78, 174, 90-95 CAFÉ: p. 118, 173	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>A Deer Family</u> CAFÉ: p 181	
		Expand Vocabulary	Alphabetize *Use Dictionaries, Thesauruses, and Glossaries as Tools who, door, also, know, moved, only, room, should, those, write, anything		CAFÉ: p. 190	

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
25	Me on th e Ma p	Comprehension	Classify/Categorize *Compare and contrast within and between text Sequence Events/Summarize *Summarize text; include sequence of main events	Reading 1.1.4- RF2 a-d, 1.1.5- RF 2 a-d, (1.1.7) (1.7.1) (1.7.6) (1.7.7) 1.1.12- Rf4 a-c, 1.1.15- RF 4 a-c (1.2.2)- RI 10, 1.2.3 RI 1, RI 2, 1.3.1- RL 3, RL 10, (1.7.5) (1.7.10) Phonics (1.1.1)- L6, 1.1.10- RF2 a-d, (1.1.11), (1.1.14), 1.1.17- L4 a-c, RF3 a-g, (1.1.18) Grammar 1.4.2- W1 W2, 1.5.2- W2, 1.6.2- L1 a-j, 1.6.7- L2 a-e, 1.6.8 L2 a-e	CAFÉ: p. 169 CAFÉ: p. 78-80, 101, 164	
		Accuracy Phonemic Awareness and Phonics	Long Vowel a-e *Flip the sound Phonograms –ake, -ate *Blend sounds *Recognize and produce rhyming words Inflections –ed, -ing *Chunk letters and sounds together		CAFÉ: p. 74-78, 174, 90-95 CAFÉ: p. 118, 173 Interactive Café Menu CAFÉ: p. 109, 175	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Kate the Super Skate</u> CAFÉ: p. 181	
		Expand Vocabulary	Inflections –ed, -ing *Use Word Parts to Determine the Meaning of Words *Use prior knowledge and context to predict and confirm meaning *Use pictures, illustrations, and diagrams also, know, country, Earth, special, over, town, world		CAFÉ: p. 122-125, 187 CAFÉ: p. 158, 188 CAFÉ: p. 186	

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
26	At Home Around the World	Comprehension	Classify/Categorize *Compare and contrast with and between text	Reading 1.1.4- RF2 a-d, L6, 1.1.5- RF 2 a-d, (1.2.7)- RI 10 (1.7.1) (1.7.7) 1.1.12- Rf4 a-c, 1.1.15- RF 4 a-c 1.1.18- L5 a-d, 1.2.3 RI 1, RI 2, 1.3.1- RL 3, RL 10, 1.5.2- W2,(1.7.5) Phonics (1.1.1)- L6, (1.1.6) 1.1.10- RF2 a-d, (1.1.11) 1.1.17- L4 a-c, RF3 a-g Grammar 1.4.1- W5, 1.4.3- W5, (1.5.4) 1.6.1- L1 a-j, 1.6.2- L1 a-j (1.7.3)	CAFÉ: p. 169	
		Accuracy Phonemic Awareness and Phonics	Look for word bits and parts *Chunk letters and sounds together Long Vowel /e/y *Flip the sound Inflections –ed, -ing *Chunk letters and sounds together		CAFÉ: p. 109, 175 CAFÉ: p. 74-78, 174, 90-95 CAFÉ: p. 109, 175	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Penny Problem</u> CAFÉ: p. 181	
		Expand Vocabulary	Inflections –ed, -ing *Use Word Parts to Determine the Meaning of Words *Use prior knowledge and context to predict and confirm meaning *Use pictures, illustrations, and diagrams		CAFÉ: p. 122-125, 187 CAFÉ: 158, 188 CAFÉ: p. 186	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
27	Tell Me a	Comprehension	Create Mental Images *Make a picture or mental image *Use prior knowledge to connect with text	Reading 1.1.5- RF2 a-d, (1.1.8)- L6, 1.1.9- RF2 a-d, (1.2.7) (1.7.1) (1.7.7) (1.1.2) 1.1.12- RF4 a-c 1.1.15-RF4 a-c, 1.2.3- RI 1, RI 2, 1.2.5- RI 4 (1.2.7)- RI 10, 1.3.1- RL3, RL 10, (1.7.5) (1.7.10) Phonics	CAFÉ: p. 159 CAFÉ: p. 158, 188	

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	<p>Accuracy Phonemic Awareness and Phonics</p>	<p>Long Vowel /i/ i-e *Flip the sounds</p> <p>Phonograms –ine, -ite *Recognize and produce rhyming words</p>	<p>CAFÉ: p. 74-78, 174, 90-95</p> <p>Interactive Café Menu</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>	<p>*Practice common sight words and high-frequency words</p>	<p>Poem: <u>Long I</u> CAFÉ: p. 181</p>
	<p>Expand Vocabulary</p>	<p>Alphabetize *Use Word Parts to Determine the Meaning of Words</p>	<p>CAFÉ: p. 122-125, 187</p>

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
28	My Robot	Comprehension	<p>Fantasy/Reality</p> <p>*Reread</p>	<p>Reading 1.1.4- RF 2 a-d, (1.1.8) –L6, 1.1.9- RF2 a-d, (1.7.1) (1.7.6) (1.7.7) 1.1.12- RF4 a-c, 1.1.15- RF4 a-c, 1.2.3- RI 1, RI 2, 1.2.5-RI 4, (1.2.7)- RI 10, 1.3.1- RL 3, RL 10, (1.7.3) (1.7.10) Phonics (1.1.11)- L6 1.1.10- RF2 a-d, (1.1.11) (1.1.14) Grammar (1.1.18)- L6 (1.5.4) 1.5.5- W3, 1.6.2- L1 a-j, (1.7.9)</p>	CAFÉ: p. 36-37, 155	
		Accuracy Phonemic Awareness and Phonics	<p>Consonant /s/ c *Flip the sounds</p> <p>Phonograms –ice, -ide *Recognize and produce rhyming words</p>		CAFÉ: p. 74-78, 174, 90-95	
		Fluency Comprehension, Accuracy, Rate, Expression	<p>*Practice common sight words and high-frequency words</p> <p>*Reread</p>		<p>Poem: <u>Mice Advice</u> CAFÉ: p. 181, 36-37, 155</p>	

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	Expand Vocabulary	why, most, always, does, even, pretty, say, sound, almost, once		
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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
29	On th e Jo b wi th Dr. M art ha S mit h	Comprehension	Classify and Categorize Read Ahead *Make and adjust predictions, use text to confirm	Reading 1.1.4- RF2 a-d, (1.1.6) L6, 1.1.9- RF 2 a-d, (1.7.1) (1.7.6) 1.1.12- RF4 a-c, 1.1.15- RF4 a- c, 1.2.3- RI 1, RI 2, 1.2.5- RI 4, (1.2.7)RI 10, 1.3.1- RL 3, RL 10, (1.7.4) (1.7.10) Phonics (1.1.1) L6, 1.1.10- RF2 a-d, (1.1.11) (1.1.13) (1.1.14) Grammar 1.4.2- W1 W2, 1.4.3- W5, (1.5.4) (1.6.1) (1.7.9)	CAFÉ: p. 161	
		Accuracy Phonemic Awareness and Phonics	Variant Vowel /ou/ -ow, -ou *Chunk letters and sounds together Phonograms –own, -ound		CAFÉ: p. 109, 175	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high- frequency words		Poem: <u>Lost and Found</u> CAFÉ: p. 181	
		Expand Vocabulary	Classify and Categorize *Tune in to interesting words once, does, busy, care, Dr., eight, any, took		CAFÉ: p. 84-85, 36- 37, 102-104, 185	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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30	Little Bear's Friend	Comprehension	<p>Create Mental Images *Make a picture or mental image</p> <p>Cause and Effect *Recognize and explain cause and effect relationships</p>	<p>Reading 1.1.4- RF 2 a-d, (1.1.8) –L6, 1.1.9- RF2 a-d, (1.7.1) (1.2.7) (1.7.7) (1.1.2) 1.1.12- RF4 a-c, 1.1.15- RF4 a-c, 1.2.3- RI 1, RI 2, (1.2.6)-RI 10, 1.3.1- RL 3, RL 10, (1.7.3) (1.7.4) Phonics (1.1.1)- L6 (1.1.6) (1.1.11) (1.1.13) 1.1.17- L4 a-c, RF3 a-g Grammar 1.5.1- W3, (1.5.3) (1.5.4) 1.5.5- W3, 1.6.2- L1 a-j, 1.6.8- L2 a-e</p>	CAFÉ: p. 159	
		Accuracy Phonemic Awareness and Phonics	<p>Long Vowel /i/ -y, -ie</p> <p>Inflections –s, -ed, -ing *Look carefully at letters and words</p> <p>Contractions 's, 't, 'll *Look carefully at letters and words</p>		CAFÉ: p. 168	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		CAFÉ: p. 118, 173	
		Expand Vocabulary	<p>Alphabetize</p> <p>Inflections –s, -ed, -ing *Use word parts to determine the meaning of words</p> <p>any, eight, again, blue, high, love, open, hello</p>		<p>Poem: <u>Bears</u></p> <p>CAFÉ: p. 122-125, 187</p>	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
31	Busy Buzzy Bee	Comprehension	<p>Cause and Effect *Recognize and explain cause and effect relationships</p> <p>Reread *Back up and Reread</p>	<p>Reading 1.1.4- RF 2 a-d, (1.1.8) –L6, 1.1.9- RF2 a-d, (1.7.1) (1.2.7) (1.7.7) 1.1.12- RF4 a-c, 1.1.15- RF4 a-c, 1.2.3- RI 1, RI 2, (1.2.6)-RI 10, (1.2.7) 1.3.1- RL 3, RL 10, (1.7.3) (1.7.10) Phonics (1.1.1)- L6 1.1.5-RF2 a-d, 1.1.10-RF2 a-d (1.1.11) (1.1.14) Grammar 1.4.2- W1 W2, 1.5.2</p>	CAFÉ: p. 168	
		Accuracy Phonemic Awareness and Phonics	<p>Long Vowel /o/ -o-e *Flip the sound</p> <p>Initial Blends with l *Chunk letters and sounds together</p>		<p>CAFÉ: p. 36, 37, 155</p> <p>CAFÉ: p. 74-78, 174, 90-95</p> <p>CAFÉ: p. 109, 175</p>	

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	Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words	Poem: <u>My Friend Rose</u> CAFÉ: p 181
	Expand Vocabulary	again, blue, field, touch, twelve, wait, wild, another, change	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
32	The St ory of a Bl ue bir d	Comprehension	Plot *Recognize literacy elements *Retell a story	Reading <ul style="list-style-type: none"> • 1.1.4-RF2 a-d, (1.1.8), (1.7.1) (1.7.6) (1.1.1) 1.1.5- RF2 a-d, (1.1.6), (1.1.11) (1.1.14), 1.1.12- RF4a-c, 1.1.15- RF4 a-c, 1.1.18- L5 a-d, 1.2.3- R1-1, 1.2.5- R1-4, (1.2.7)- R1.10, 1.3.1-RL-2, RL-10, (1.7.7), (1.7.10) • Grammar 1.1.17- L6, L4 a-c, Rf3a-g, 1.4.2- W2, W1, 1.6.2- L1 a-j, (1.7.8) (1.7.9) 	CAFÉ: p. 157, 167	
		Accuracy Phonemic Awareness and Phonics	Long Vowel /i/ -igh *Flip the sound Contractions ‘s, n’t, ‘ll *Look carefully at letters and words Inflections –ed, -ing (drop final e) *Chunk letters and sounds Look for word bits and parts *Look carefully at letters and words *Use beginning and ending sounds		CAFÉ: p. 74-78,174, 90-95 CAFÉ- 109. 175 CAFÉ- 116-119, 172 Interactive CAFÉ Menu	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: Night, Night	

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		<p>Expand Vocabulary</p>	<p>Look for word bits and parts (-ed, -ing) *Look carefully at letters and words *Use beginning and ending sounds **Use word parts to determine the meaning of words</p> <p>nothing, thought, afraid, flew, join, learn, wonder</p>	
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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
33	Frog and Toad All Year	Comprehension	Cause and Effect *Recognize and explain cause and effect relationships Reread *Reread a story	Reading 1.1.4- Rf4 a-d, (1.1.8) 1.1.9- Rf2 a-d, (1.2.7) R1.10, (1.7.1) (1.7.7) 1.1.12- Rf4a-c, 1.1.15- Rf4 a-c, 1.2.3- R1-1, (1.2.6) (1.2.7) Phonics	CAFÉ: p. 168 CAFÉ- p. 82-82, 180	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Long Vowel /a/ -ai, -ay *Flip the sound Phonograms –ai, -ain *Chunk letters and sounds Inflections –ed, -ing (drop final e) *Look carefully at letters and words		CAFÉ: p. 74-78, 90-95, 174 CAFÉ: p. 109, 175 CAFÉ- p. Interactive Café Menu	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Waiting for the Mail</u>	
		Expand Vocabulary	Inflections –ed, -ing (drop the final e) *Use word parts to determine the meaning of words cold, sure, caught, hurried, near, son			

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
34	Fi shi ng Be ars	Comprehension	Main Idea *Use main idea and supporting details to determine importance	Reading 1.1.4- Rf2 a-d, L6, 1.1.9 RF 2 a-d, 1.1.17 L4 a-c, RF3 a-g, 1.1.18- L5 a-d, (1.2.7) RI 10, (1.7.1)1.1.12- RF4 a-c, 1.1.15- RF 4 a-c, 1.2.3- R1.1, 1.2.5- R1.4, 1.3.1- RL2, RL10, (1.7.2) (1.7.4) Phonics (1.1.1) L6, 1.1.5- RF3 a-g, (1.1.8), 1.1.10- RF2 a-d, (1.1.11) Grammar 1.4.1- W5, 1.4.3- W4, 1.6.1- L1a-j, 1.6.2-L1 a-j, 1.6.8- L2 a-e	CAFÉ: p. 165	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Self-Correct *Cross checking Long vowel /i/i *Flip the sound Inflections –ed, -ing (double final consonant) *Look carefully at letters and words		CAFÉ: p. 34-36 CAFÉ- 74-78, 90-95, 174	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Teddy Bear</u> , <u>Teddy Bear</u>	
		Expand Vocabulary	Inflections –ed, -ing (double final consonant) *Use word parts to determine the meaning of words both, during, ready			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
35	How to be a Nature Detective	Comprehension	Main Idea *Use main idea and supporting details to determine importance Read Ahead	Reading 1.1.4- RF 2 a-d, (1.1.14)L6, 1.2.1- R1.5, (1.2.7) R1.10, (1.7.1) 1.1.12- RF4 a-c, 1.1.15- RF4 a-c, 1.2.3- R1.1, 1.3.1- RL2, (1.7.3) RL 10, (1.7.5), (1.7.7) Phonics (1.1.1)- L6, 1.1.5- RF 3 a-g, (1.1.6), (1.1.11) 1.1.16- RF3 a-g Grammar (1.5.4) 1.5.5- W1 W2 W3, 1.6.2- L1 a-j, 1.6.8- L2 a-e	CAFÉ: p. 165 CAFÉ: p. 74-78, 90-95, 174 Poem: A Graph is Handy Dandy	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Long vowel /o/o *Flip the sound Contractions ‘ve, ‘d, ‘re *Look carefully at letters and words			
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words			
		Expand Vocabulary	clues, detective, floor, nature, piece, pulls			
Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
36	The Puddle	Comprehension	Plot *Recognize literacy elements Make inferences *Ask questions throughout the reading process *Predict what happens next	Reading 1.1.4- Rf2 a-d, 1.1.5- RF3 a-g, (1.1.8) L6, (1.2.7) R1.10, (1.7.1) (1.7.8) 1.1.12-RF4 a-c, 1.1.15- RF4 a-c, 1.2.3- R1-1, 1.2.5- R1.4, (1.2.6)1.3.1- RL2, RL10, (1.3.2) 1.4.2- W1 W2 W3 Phonics (1.1.1) L6, 1.1.10- RF2 a-d, (1.1.11) (1.1.14) 1.1.16- RF 3 a-g Grammar 1.1.17- L6, L4 a-c, RF2 a-g, 1.5.2- W2	CAFÉ: p. 167 CAFÉ: p. 162 CAFÉ- 74-78, 90-95, 174	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Consonant /j/ g, dge *Flip the sound Inflections –ed, -ing (drop the final e) *Look carefully at letters and words Contractions ‘ve, ‘d, ‘re			

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	Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words	
	Expand Vocabulary	Inflections –ed, -ing (drop the final e) *Use word parts to determine the meaning of words angry, okay, nearly, sorry	Poem: If I Measure a Giraffe

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
37	Po pp let on Ev ery da y	Comprehension	Predict Outcomes *Predict what happens next	Reading 1.1.4- Rf2 a-d, (1.1.8) L6, 1.1.16- Rf3 a-g, (1.2.7) R1.10, (1.7.1) (1.7.6) 1.1.12- RF4 a-c, 1.1.15- Rf4 a- c, 1.2.3- R1.1, 1.2.5- R1.4, (1.2.6) 1.3.1- RL2 (1.7.2) (1.7.3) RL10 Phonics (1.1.1) L6, 1.1.5- Rf3 a-g, 1.1.10- RF2 a-d, (1.1.11) 1.1.17- RF3 a-g Grammar 1.4.1- W5, 1.4.3- W4, 1.6.1- L1 a-j, 1.6.2- L1 a-j, 1.6.8- L2 a-e	CAFÉ: p. 161	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Use decoding/Phonics Long vowel /y/ oo/u-e *Flip the sound Inflections –ed, -ing (double final consonant) *Look carefully at letters and words Contractions ‘ve, ‘d, ‘re *Look carefully at letters and words		CAFÉ- 74078, 90-95, 174	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>June Can Sing</u>	
		Expand Vocabulary	Inflections –ed, -ing (double the final consonant) Contractions ‘ve, ‘d, ‘re *Use word parts to determine the meaning of words boy, head, read, brought, few			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
38	Sleep is for Everyone	Comprehension	<p>Main idea *Use main idea and supporting details to determine importance *Recognize literacy elements</p> <p>Make inferences *Ask questions throughout the reading process *Predict what happens next</p>	<p>Reading 1.1.4- RF 2 a-d, (1.1.8) L6, 1.1.9- Rf2 a-d, (1.2.7) R1.10, (1.7.1) (1.7.8) 1.1.12- Rf4 a-c, 1.1.15- RF4 a-c, (1.2.6) 1.2.3-R1.1 (1.2.7), 1.3.1- RL2 (1.7.5) (1.7.10) RL10 Phonics (1.1.1) L6 1.1.10- RF2 a-d, (1.1.11) (1.1.13) 1.1.17-L4 a-c RF3 a-g Grammar 1.5.1- W3 (1.5.4) 1.6.2- L1 a-j (1.6.4) 1.6.8- L2 a-e</p>	CAFÉ: p. 165, 167	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	<p>Short vowel /e/ ea *Flip the sound</p> <p>Inflections –er, -est, -ed, -ing (double final consonant) *Look carefully at letters and words</p> <p>Contractions ‘ve, ‘d, ‘re</p>		CAFÉ- 74-78, 90-95, 174	
		Fluency Comprehension, Accuracy, Rate, Expression	*Practice common sight words and high-frequency words		Poem: <u>Picnic Meal</u>	
		Expand Vocabulary	<p>Inflections –er, -est, -ed, -ing (double final consonant) *Use word parts to determine the meaning of words</p> <p>afternoon, bicycle, carry, hours, parents, words</p>			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
39	Baboon	Comprehension	<p>Plot *Recognize literacy elements</p> <p>Sequence Events/Summarize *Summarize text, include sequence of main events</p>	<p>Reading 1.1.4- RF 2 a-d, (1.1.8) L6, 1.1.9- Rf2 a-d, (1.2.7) R1.10, (1.7.1) (1.7.8) 1.1.12- Rf4 a-c, 1.1.15- RF4 a-c, (1.2.2) 1.2.3-R1.1 (1.7.9), 1.3.1- RL2 (1.7.10) (1.3.2) RL10 Phonics</p>	<p>CAFÉ: p. 167</p> <p>CAFÉ: p. 78-80, 101,164</p>	mCLASS: Reading Assessment

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	<p>Accuracy Phonemic Awareness and Phonics</p>	<p>Vowel Variant /oo/ oo *Flip the sound *Chunk letters and sounds together</p> <p>Phonograms –oom, -oot *Chunk letters and sounds together</p>	<p>CAFÉ- 175</p> <p>Interactive CAFÉ Menu</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>	<p>*Practice common sight words and high-frequency words</p>	<p>Poem: <u>A Good Book</u></p>
	<p>Expand Vocabulary</p>	<p>against, careful, fire, quietly, shook</p>	