



LITERACY-CURRICULUM MAP — GRADE 1

THREADS THROUGHOUT THE YEAR

These academic skills thread throughout ALL units of study.

Through a balanced literacy approach, students will:

- **Reading:** Read and respond to the meaning of grade level appropriate texts that meet district or exceed expectations.
- **Writing:** Write narratives, and expository descriptions of objects, people, places, and events using standard American English.
- **Listening and Speaking:** Engage in conversations and pose questions about the ideas in texts read to, with, and by them. Discuss the meaning of diverse personal experiences, life events, and texts in an organized way.
- **Word Study:** Make meaning as readers and writers by using their knowledge of language, words, letters, and sounds.

These are essential learnings that represent bigger ideas/concepts.

Expository

Students recognize how grade level appropriate informational/expository texts work in order to strengthen their understanding of content and author’s intent. Students employ effective strategies towards independence. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

Narrative

Using their knowledge of how stories are structured and organized, students express their ideas about the abstract concepts that are central to the texts read to and by them, orally and in writing.

These are essential questions that learners ask themselves in order to achieve the essential learnings.

Expository

- How do I use text features to understand information presented in text?
- How do I use text structures to make meaning of information presented in text?
- How do I relate new information to what I already know about a topic?
- How do I generate key questions and respond to information presented in text?
- How do I compare information from multiple sources?
- How do I communicate my thinking about information presented in text orally and in writing?

Narrative

- How do I use my understanding of how stories work to make meaning?
- How does understanding the decisions authors and illustrators make help me make meaning of the ideas in text?
- How do I use my knowledge about characters, setting, plot, and theme to make meaning when reading?
- How do I use my knowledge of narrative text to communicate my understanding orally and in writing?

This progression of units of study is purposefully organized to lead to the essential learnings.

Overview of Text Forms & Functions	Digging for Treasure: Finding the Meaning in Narrative and Expository Text	Digging for Treasure: Finding the Meaning in Expository Texts (Expository)	How Do Our Books Go? (Narrative)	How Do We Talk About Books? (Narrative)	Going for Gold: Discovering Main Ideas (Expository)	Characters: The Life in Literature! (Narrative)	Discovery by Design: What’s Really Important Here? (Expository)	What Is This Really About? (Narrative)
1 wk	4 Wks	4 Wks	4 Wks	4 Wks	5 Wks	5 Wks	5 Wks	4 Wks

Students have ongoing opportunities to read and discuss a wide variety of increasingly complex texts (independently/book clubs/literature circles).