

## English Language Arts Curriculum Map

Grade 1 Year-at-a-Glance						
Unit 1						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	2 weeks	<p><b>This unit focuses on building the classroom community through discussion of themes in literature; routines of the Common Core Classroom are established; initial assessments of reading and writing.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Daily read aloud with discussion</li> <li>Daily reading and rereading of stories and poems to practice fluency</li> <li>Retell stories</li> <li>Analyze illustrations to gain further information</li> <li>Explain central message or lesson</li> <li>Reread to find textual evidence</li> <li>Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Daily interactive writing</li> <li>Informational (All About Me)</li> <li>Procedural- how to “be” in a classroom</li> <li>Daily writing to include response to text, short constructed response</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Establish procedures for productive discussions</li> <li>Build on the talk of others</li> <li>Daily talk and language development through collaborative conversations, extending language...</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Daily morning message</li> <li>Personal possessives and pronouns</li> <li>Common, proper and possessive nouns</li> </ul>	<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of central message or lesson.</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Supporting standards: RL.1.1 RL.1.3 RL.1.5 RL.1.4</p>	<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Supporting standards: W.1.8</p>	<p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions</p> <p><b>SL.1.1.b</b> Build on others’ talk</p> <p><b>SL.1.1.c</b> Ask questions to clear up any confusion</p> <p><b>SL.2.2.a</b> Give, restate, and follow simple two-step directions</p>	<p><b>L.1.1.d</b> Use personal possessive, &amp; indefinite pronouns</p> <p><b>L.1.2.b</b> Use common, proper, and possessive nouns.</p> <p>Supporting: L.1.2.a L.1.2.e L.1.5.a</p>

## English Language Arts Curriculum Map

<p><b>Foundational Skills: Trimester 1</b></p> <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)</li> <li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> <li>• Decode regularly spelled one-syllable words</li> <li>• Recognize and read grade-appropriate irregularly spelled words</li> <li>• Read on-level text with purpose and understanding</li> <li>• Read on-level text orally, with accuracy, appropriate rate, and expression on successive readings</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>					
<p><b>Designated English Language Development</b></p> <p>Designated ELD is a <b>protected time during the regular school day</b> where teachers use the CA ELD Standards in ways that build into and from content instruction in order to develop critical English Language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are grouped by proficiency level and are actively engaged in collaborative discussions where they build awareness about language and develop skills and abilities to use language. Designated ELD supports related to the unit foci are available from the Office of Language Acquisition. —Adapted from Ca Dept. of Educ. ELA/ELD Framework, 2014 draft</p>					
<p><b>Unit 1 Resources</b></p> <p><a href="http://safari.sandi.net/?p=2e7d7c08-d9f9-11e3-85a3-842b2b64e69e">http://safari.sandi.net/?p=2e7d7c08-d9f9-11e3-85a3-842b2b64e69e</a> (overview and suggested tasks)</p>					

## English Language Arts Curriculum Map

Unit 2						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	5 weeks	<p><b>This unit focuses on determining main ideas and supporting details in informational text and writing informational/explanatory texts.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Daily read aloud of informational text</li> <li>Daily reading and rereading of texts to practice fluency</li> <li>Analysis of text structure (sequential, question/answer, descriptive)</li> <li>Use of text features to locate key information and predict content</li> <li>Identify main ideas and retell key details that support main idea</li> <li>Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Daily interactive writing</li> <li>Procedural “how-to” text</li> <li>Bookmaking to demonstrate new learning on a topic (question/answer or descriptive text structure)</li> <li>Daily writing to include response to text, short constructed response, note taking, annotation</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions about key details in informational text</li> <li>Continue building discussion skills</li> <li>Daily talk and language development through collaborative conversations, extending language...</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Daily morning message</li> <li>Use of commas</li> <li>Using context clues to determine meaning of unknown words</li> </ul> <p><b>Designated English Language Development for English Learners</b></p>	<p><b>RI.1.2</b> Identify the main topic/idea and retell key details of a text.</p> <p><b>RI.1.5</b> Know and use various text structures and text features to locate key facts or information.</p> <p>Supporting Standards: RI.1.1 RI.1.4 RI.1.6 RI.1.7</p>	<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Supporting Standards: W.1.6 W.1.8</p>	<p><b>Repeat unit 1, plus:</b></p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text.</p> <p><b>SL.1.1c</b> Ask questions to clear up any confusion about topics and texts under discussion.</p>	<p><b>L.1.2.c</b> Use commas in dates, words in a series</p> <p><b>L.1.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Supporting: L.1.4c L.1.1.d</p>
	<p><b>Unit 2 Resources</b></p> <p><a href="http://safari.sandi.net/?p=807618f0-ea9b-11e3-85a3-842b2b64e69e">http://safari.sandi.net/?p=807618f0-ea9b-11e3-85a3-842b2b64e69e</a> (overview, tasks, texts, assessment)</p>					

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Unit 3						
Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language	
5 weeks	<p><b>This unit focuses on reading and discussing literature as students find the central message, retell using story elements, and interpret ideas and themes within and across narrative text. Students write personal narratives zooming in on a particular moment in time. They will also write two responses to literature, one in which they explain major events of a story, and one around a theme or central idea.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Daily read aloud and discussion</li> <li>• Daily reading and rereading of stories and poems to practice fluency</li> <li>• Retell stories using story elements, noticing how structure of text leads to theme</li> <li>• Describe characters, settings and major events in a story</li> <li>• Explain central message or lesson of stories and poems</li> <li>• Interpret ideas and themes within and across narrative text</li> <li>• Identify what the writer has done to make the text surprising, funny, interesting</li> <li>• Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Daily interactive writing</li> <li>• Personal narratives, zooming in on a particular moment</li> <li>• Daily writing including journals, response to literature</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about what a speaker says</li> <li>• Memorize and recite poems, rhymes, and songs</li> <li>• Describe an event orally before writing</li> <li>• Daily talk and language development around story elements and theme</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Daily morning message</li> <li>• Use verbs to convey a sense of past, present, future</li> <li>• Use precise adjectives to describe, considering shades of meaning</li> <li>• Capitalize dates and names of people</li> <li>• Use end punctuation</li> </ul> <p><b>Designated English Language Development for English Learners</b></p>	<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. Read poetry and determine central message as well.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p>Supporting: RL.1.1 RL.1.5 RL.1.7</p>	<p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Supporting: W.1.6 W.1.8</p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a text</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p>	<p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.f Use frequently occurring adjectives.</p> <p>L.1.2.a Capitalize dates and names of people.</p> <p>L.1.2b Use end punctuation</p> <p>L.1.5.d Distinguish shades of meaning among verbs &amp; adjectives</p> <p>L.1.5.c L.1.1.d</p>	

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	<b>Unit 3 Resources</b> <a href="http://safari.sandi.net/?p=c024145d-dad6-11e3-85a3-842b2b64e69e">http://safari.sandi.net/?p=c024145d-dad6-11e3-85a3-842b2b64e69e</a> (overview, tasks, teaching suggestions, text suggestions, assessment)					

## English Language Arts Curriculum Map

Unit 4						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 2 (Jan.-Mar)	6 weeks	<p><b>This unit focuses on continuing to build understanding of informational text and how they work. Students use various sources including books, articles, and the internet to research a topic. They will participate in a shared research project as well as writing their own informational text based on research of their topic.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Daily read aloud using informational text</li> <li>• Daily reading and rereading of texts to practice fluency</li> <li>• Research a topic by reading informational text, finding key details to answer research questions</li> <li>• Use various sources, including the internet, to find information about selected topic</li> <li>• Use text features to help navigate informational text</li> <li>• Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Daily interactive writing</li> <li>• Take simple notes around research questions</li> <li>• Write an informational report about selected topic</li> <li>• Use digital tools to produce and publish, adding visuals to enhance presentation</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Daily talk around content of informational text, conversations building on ideas of others</li> <li>• Use of academic language in class discussions</li> <li>• Ask and answer questions about content being read</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Daily morning message</li> <li>• Define words by categories; categorize information about research topic</li> <li>• Use frequently occurring prepositions</li> <li>• Identify root words and their inflectional endings</li> </ul> <p><b>Designated English Language Development for English Learners</b></p>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p>Supporting: RI.1.2 RI.1.5 RI.1.6</p>	<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.7</b> Participate in shared research and writing projects.</p> <p>Supporting: W.1.6 W.1.8</p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p>	<p><b>L.1.1.i</b> Use frequently occurring prepositions</p> <p><b>L.1.2.c</b> Use commas in dates and to separate single words in a series.</p> <p><b>L.1.4.c</b> Identify frequently occurring root words and their inflectional forms</p> <p><b>L.1.5.b</b> Define words by category and by one or more key attributes</p>

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	<p><b>Foundational Skills: Trimester 2</b></p> <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</li> <li>• Distinguish long from short vowel sounds in spoken single-syllable words</li> <li>• Know the spelling-sound correspondences for common consonant digraphs</li> <li>• Know final-e and common vowel team conventions for representing long vowel sounds</li> <li>• Know and apply grade-level phonics and word analysis in decoding words both in isolation and in text</li> <li>• Read words with inflectional endings</li> <li>• Recognize and read grade-appropriate irregularly spelled words</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>					
	<p><b>Unit 4 Resources</b></p> <p><b>Exemplar Unit:</b></p> <p><a href="http://safari.sandi.net/?p=568edc76-c423-11e3-85a3-842b2b64e69e">http://safari.sandi.net/?p=568edc76-c423-11e3-85a3-842b2b64e69e</a> (overview, tasks, text, assessment, teaching points)</p>					

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Unit 5						
Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language	
4-5 weeks	<p><b>This unit focuses on analysis of characters and their actions. Students will make generalizations about characters and character types and compare characters within and across stories. Students will write an opinion essay and a personal narrative.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Daily read aloud with discussion</li> <li>Daily reading and rereading of stories and poems to practice fluency</li> <li>Describe characters and character types (based on actions, traits, and problems faced)</li> <li>Use illustrations and details in story to further describe characters</li> <li>Compare characters and character types within and across stories</li> <li>Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Daily interactive writing</li> <li>Analyze an illustration and express an opinion about how the illustrations supports words within the text in relation to the characters (opinion with evidence)</li> <li>Write a personal narrative, describing character in detail</li> <li>Daily writing including writing to prompts and then practicing sentence expansion and choosing precise vocabulary</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Daily opportunities for talk where students build on conversations, extend language</li> <li>Ask and answer questions in conversations about characters</li> <li>Orally describe details of events before writing</li> <li>Memorize and recite poems, rhymes, and songs</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Daily morning message</li> <li>Nouns- use common, proper, possessive</li> <li>Choose precise adjectives when describing</li> <li>Use conjunctions (and, but, so, because) to expand sentences</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</li> </ul> <p><b>Designated English Language Development for English Learners</b></p>	<p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p>Supporting: RL.1.2 RL.1.6 RL.1.4</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriate sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Supporting: W.1.8</p>	<p><b>SL.1.3</b> Ask and answer questions about what a speaker says.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.4.a</b> Memorize and recite poems, rhymes, songs.</p>	<p><b>L.1.1.b</b> Use common, proper, and possessive nouns.</p> <p><b>L.1.1.c</b> Use singular and plural nouns with matching verbs</p> <p><b>L.1.1.f</b> Use precise adjectives</p> <p><b>L.1.1.g</b> Use conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.5.d</b> Consider shades of meaning when choosing precise vocabulary</p>	

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	<b>Unit 5 Resources</b> <a href="http://safari.sandi.net/?p=e1a1de12-e049-11e3-85a3-842b2b64e69e">http://safari.sandi.net/?p=e1a1de12-e049-11e3-85a3-842b2b64e69e</a> (suggested tasks and assessment)				

## English Language Arts Curriculum Map

Unit 6						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 3 (Mar-June)	6 weeks	<p><b>This unit focuses on comparing and contrasting two informational texts on the same topic. Students will look for similarities and differences in illustrations, words, and/or layout. Students will write informative/explanatory texts about a topic, choosing a structure and layout that makes sense for presenting the information.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Daily read aloud and discussion around informational text</li> <li>• Daily reading and rereading of texts to practice fluency</li> <li>• Use text features to survey the text before reading, predicting contents</li> <li>• Identify the main ideas in informational text and retell key details</li> <li>• Compare two texts on the same topic, looking for basic similarities in and differences between illustrations, descriptions, procedures)</li> <li>• Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Daily interactive writing</li> <li>• Students will write an informative or explanatory text on a topic, naming the topic, supplying some facts about the topic, and providing closure</li> <li>• Students will decide on the layout/structure that makes sense for presenting the information, as well as deciding what text features to include</li> <li>• Daily writing includes short constructed responses about topics being read and discussed, note taking and annotation</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Daily opportunities to use academic language related to content being read and discussed</li> <li>• Daily opportunities to expand and refine language to make it more precise and to expand sentence complexity</li> <li>• <b>Language</b></li> <li>• Daily morning message</li> <li>• Use singular and plural nouns</li> <li>• Use conjunctions and prepositions for speaking and writing</li> <li>• Expand sentences in speaking and writing</li> <li>• Use frequently occurring affixes as a clue to the meaning of unknown words</li> </ul> <p><b>Designated English Language Development for English Learners</b></p>	<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text</p> <p>Supporting: RI.1.3 RI.1.8</p>	<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Supporting: 1.7</p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a text</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.5</b> Add drawings or other displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p>	<p><b>L.1.1.c</b> Use singular and plural nouns with matching verbs in basic sentences</p> <p><b>L.1.1.g</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.i</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.1.1.j</b> Produce and expand complete simple and compound sentences in response to prompts.</p> <p><b>L.1.4.b</b> Use frequently occurring affixes as a clue to the meaning of word.</p>

## English Language Arts Curriculum Map

### Foundational Skills: Trimester 3

- Recognize the distinguishing features of sentences
- Distinguish long from short vowel sounds in spoken single-syllable words
- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds
- Know and apply grade-level phonics and word analysis skills in decoding words
- Decode regularly spelled one-syllable words
- Read words with inflectional endings
- Read on-level text with purpose and understanding

### Unit 6 Resources

Exemplar Unit: <http://safari.sandi.net/?p=a8547bb8-c3e2-11e3-85a3-842b2b64e69e> (Overview, tasks, teaching points, assessments, texts)

## English Language Arts Curriculum Map

Unit 7						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 3 (Mar-June)	5 weeks	<p><b>This unit focuses on having students apply all they know about reading literature (theme/central message, story elements) as well as examining story structure. Students also spend some time studying the structure of various poems. Students write an opinion piece, a poem, and try their hand at writing their own cumulative stories.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Daily read aloud and discussion</li> <li>• Daily reading and rereading of stories and poems to practice fluency</li> <li>• Describe characters, settings, and major events using key details</li> <li>• Analyze stories with various structures (e.g., countdown stories, pattern stories, circular stories)</li> <li>• Determine theme/central message of stories read aloud and independently</li> <li>• Daily small group guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Daily interactive writing</li> <li>• Write an opinion piece explaining preferred story structure and giving reasons why it is preferred</li> <li>• Produce a narrative using one of the studied story structures as a model</li> <li>• Daily writing including journals, response to literature</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Daily opportunities to expand language as students discuss stories and characters</li> <li>• Use of academic language around opinion and evidence</li> <li>• Describe people, places, and events with relevant details</li> <li>• Memorize and recite poems, rhymes, and songs</li> <li>•</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Daily morning message</li> <li>• Use common, proper, and possessive nouns in speaking and writing</li> <li>• Use past, present, and future tense verbs in speaking and writing</li> <li>• Expand simple sentences to make them more complex (speaking and writing)</li> <li>• Distinguish shades of meaning when choosing precise vocabulary</li> </ul> <p><b>Designated English Language Development for English Learners</b></p>	<p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.5</b> Explain major differences in text types.</p> <p>Supporting: RL.1.1 RL.1.4 RL.1.6 RL.1.7</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Supporting: W.1.6 W.1.8</p>	<p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.4.a</b> Memorize and recite poems, rhymes, and songs with expression</p>	<p><b>L.1.1.b</b> Use common, proper, and possessive nouns.</p> <p><b>L.1.1.e</b> Use verbs to convey a sense of past, present, and future</p> <p><b>L.1.1.i</b> Use frequently occurring prepositions</p> <p><b>L.1.1.j</b> Produce and expand complete simple and compound sentences in response to prompts.</p> <p><b>L.1.5.d</b> Distinguish shades of meaning</p>

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### Unit 7 Resources

<http://safari.sandi.net/?p=682d24b7-ccb7-11e3-85a3-842b2b64e69e> (overview, text suggestions, teaching suggestions)