

**Norwalk – La Mirada Unified School District  
2020-2021 ELA Curriculum Map - 1<sup>st</sup> Grade**

Trimester 1 (8/13-10/30) 55 days			Trimester 2 (11/2-2/19) 59 days			Trimester 3 (2/22-6/2) 66 days					
<b>Benchmark Advance Reading Units</b>											
<p><b>Review and Routines</b> for beginning the school year: approximately 14 days select from the 20 days provided in Benchmark TRS.  <b>Benchmark Booster Unit:</b> Taught in conjunction with R &amp; R unit and Unit 1.  <b>Unit 1:</b> Being a Good Community Member - Essential question: Why do people get involved in their community?  <b>Unit 2:</b> Many Kinds of Characters - Essential question: How do we learn about characters?</p>			<p><b>Unit 3:</b> Plants and Animals Grow and Change - Essential question: Why do living things change?  <b>Unit 4:</b> Stories Have a Narrator - Essential question: How do people create stories?  <b>Unit 5:</b> Technology at - Work Essential question: How can technology make a difference in our lives?  <b>Unit 6:</b> Stories Teach Many Lessons - Essential question: What can we learn from a mistake?</p>			<p><b>Unit 7:</b> Past, Present, and Future - Essential question: Why is the past important?  <b>Unit 8:</b> Observing the Sky - Essential question: Why do the sun and moon capture our imagination?  <b>Unit 9:</b> We Use Goods and Services - Essential question: Why do people trade with each other?  <b>Unit 10:</b> Exploring Sound and Light - Essential question: How would our lives be different without light and sound?</p>					
<b>Writing Units</b>											
<b>O p t i o n 1</b>	Review and Routines Shared writing lessons – choose 14 from the 20 days provided in Benchmark TRS	<b>Weeks 1-3:</b> *Benchmark Advance daily shared writing (narrative, informative, and opinion tasks)	<b>Weeks 1-2:</b> *BA daily shared writing  <b>Week 3:</b> 5-day opinion unit in BA Process Writing Handbook	<b>Weeks 1-2:</b> *BA daily shared writing  <b>Week 3:</b> 5-day inf./expl. unit in BA Process Writing Handbook	<b>Weeks 1-2:</b> *BA daily shared writing  <b>Week 3:</b> 5-day narrative unit in Process Writing	<b>Weeks 1-2:</b> *BA daily shared writing  <b>Week 3:</b> 5-day opinion unit in BA Process Writing Handbook	<b>Week 1:</b> *BA daily shared writing  <b>Weeks 2-3:</b> 10-day narrative unit in BA Process Writing Handbook	<b>Week 1:</b> *BA daily shared writing  <b>Weeks 2-3:</b> 10-day informative unit in BA Process Writing Handbook	<b>Week 1:</b> *BA daily shared writing  <b>Weeks 2-3:</b> 10-day opinion unit in BA Process Writing Handbook	<b>Week 1:</b> *BA daily shared writing  <b>Weeks 2-3:</b> 10-day informative unit in Process Writing Handbook	<b>Week 1:</b> *BA daily shared writing  <b>Weeks 2 &amp; 3:</b> 5-day poetry unit & 5-day writing reflection unit in BA Process Writing Handbook
	<b>O p t i o n 2</b>	<b>2 weeks of</b> *Benchmark Advance daily shared writing  <b>Writing Workshop:</b> Small Moments: Writing with Focus, Detail, and Dialogue (Calkins narrative unit 1: 21 sessions)		<b>2 weeks of</b> *BA daily shared writing  <b>Writing Workshop:</b> Writing Reviews (Calkins opinion unit 3: 18 session)  May begin in trimester 1.			<b>2 weeks of</b> * BA daily shared writing  <b>Writing Workshop:</b> Writing Fiction (Calkins narrative unit 4: 20 sessions)  May continue into trimester 3.		<b>2 weeks of</b> * BA daily shared writing  <b>Writing Workshop:</b> Nonfiction Chapter Books (Calkins informational unit 2: 20 sessions)		

\*Lessons from Benchmark Advance Teacher Resource System Book

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In early 2020, the District assessment team, comprised of teachers from every elementary school, had just begun to focus their work on identifying district ELA essential learnings (work we hope to resume during the 2020-21 school year). As a result of the delay, we have temporarily needed to look to an outside resource for recommendations as we strive to prioritize instruction during distance learning and throughout this upcoming school year. These are the research-based recommendations from \*Achieve the Core that best reflect the fundamentals of literacy research.

We know that not all content in a given grade can be emphasized equally. Some standards require greater emphasis than others based on the literacy research about what matters most and the time and practice that they take to develop. They suggest that these two literacy components of a text-centered, rich ELA/literacy classroom experience lead the way to identifying the major work of ELA/literacy instruction across the grades:

- Students should spend lots of time actively reading content-rich, complex text. Close reading of complex text is concentrated, demanding work that helps students discover how to learn from reading (and grow their knowledge, vocabulary, and understanding of syntax).
- Students should have a volume of reading to build knowledge and be exposed to academic language in the content areas. That volume of reading needs to be at a range of complexity levels so every student can read with minimal or no teacher support. 50% of this volume should be with information-rich text, either full-length books or conceptually connected shorter texts (groups of texts that cohere together to create a picture of a topic).

*In grades K–12*, these instructional practices are best exemplified by 14 CCR standards – CCSS **RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9**. They cross the domains of reading, writing, speaking and listening, and language. *In grades K–3*, learning to read, reign supreme (**RF.1, RF.2, RF.3, and RF.4**).

\*Source: [Achieve The Core Priority Instructional Content](#)

**Benchmark Advance Unit Assessment Standards**

Benchmark Booster: RF.1.2, RF.1.3	Unit 1: RI.1.2, RI.1.4, RI.1.7, RI.1.9  RF.1.3b, RF.1.2c, RF.1.3f  W.1.2  L.1.1, L.1.1b, L.1.1c, L.1.1e, L.1.2, L.1.4a	Unit 2: RL.1.1, RL.1.2, RL.1.4 RL.1.3, RL.1.7, RL.1.9  RF.1.3b, RF.1.3g, RF.1.4 W.1.1  L.1.1, L.1.2, L.1.1c, L.1.1hL.1.5d, L.1.6	Unit 3: RL.1.1, RL.1.2, RL.1.3, RL.1.5 RI.1.2, RI.1.3, RI.1.5, RI.1.9  RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4  W.1.2  L.1.1, L.1.1c, L.1.1d, L.1.2 L.1.5b, L.1.5c, L.1.6	Unit 4: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.9  RF.1.2b, RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4c  W.1.1  L.1.1, L.1.1f, L.1.2, L.1.2c, L.1.4a, L.1.5, L.1.6	Unit 5: RL.1.1, RL.1.2, RL.1.3, RL.1.4 RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9  RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a  W.1.1  L.1.1, L.1.1j, L.1.2, L.1.4b, L.1.5a, L.1.6	Unit 6: RL.1.1, RL.1.2, RL.1.3, RL.1.9  RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4c  W.1.3  L.1.1, L.1.1g, L.1.2, L.1.4a, L.1.4c, L.1.6	Unit 7: RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9  RF.1.3c, RF.1.3g, RF.1.4a  W.1.2  L.1.1, L.1.1b, L.1.1c, L.1.2, L.1.4, L.1.4b, L.1.4c	Unit 8: RL.1.1, RL.1.2, RL.1.3, RI.1.2, RI.1.4, RI.1.7, RI.1.9  RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a  W.1.1  L.1.1, L.1.1d, L.1.1e, L.1.2, L.1.4a, L.1.5d	Unit 9: RL.1.1, RL.1.2, RL.1.3, RI.1.6, RL.1.7, RI.1.8, RI.1.9  RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a  W.1.2  L.1.1, L.1.1f, L.1.1j, L.1.2, L.1.4a, L.1.4c	Unit 10: RL.1.1, RL.1.2, RL.1.3, RL.1.4 RI.1.2, RI.1.5, RI.1.7, RI.1.9  RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4c  W.1.3  L.1.1, L.1.1g, L.1.1j, L.1.2, L.1.4a, L.1.4b, L.1.6
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