

Curriculum Map ELA Grade 1

(Suggested timeline for introducing content and process standards - some overlap all four quarters)

GSE	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Reading				
Phonemic Awareness	<ul style="list-style-type: none"> Blending phonemes Segmenting phonemes Isolating phonemes Deleting phonemes Rhyming Words Counting Syllables 	<ul style="list-style-type: none"> Blending phonemes Segmenting phonemes Isolating phonemes Deleting phonemes Rhyming Words Counting Syllables 	<ul style="list-style-type: none"> Blending phonemes Segmenting phonemes Isolating phonemes Deleting phonemes Rhyming Words Counting Syllables 	<ul style="list-style-type: none"> Blending phonemes Segmenting phonemes Isolating phonemes Deleting phonemes Rhyming Words Counting Syllables
Concepts of Print	<ul style="list-style-type: none"> Title, author, illustrator Basic punctuation marks One to one matching 			
Fluency and Accuracy	<ul style="list-style-type: none"> Reading previously introduced or previously read grade appropriate text with oral fluency and accuracy Attention to punctuation, expression and phrasing to make meaning 	<ul style="list-style-type: none"> Reading previously introduced or previously read grade appropriate text with oral fluency and accuracy Attention to punctuation, expression and phrasing to make meaning 	<ul style="list-style-type: none"> Reading previously introduced or previously read grade appropriate text with oral fluency and accuracy Attention to punctuation, expression and phrasing to make meaning 	<ul style="list-style-type: none"> Reading end of grade one text with at least 90-94% accuracy Oral fluency rates of at least 50-80 words correct per minute Attention to punctuation, expression and phrasing to make meaning
Word Identification Skills and Strategies	<ul style="list-style-type: none"> Letter Sound Correspondence Knowledge Regularly spelled multi-syllabic words Read one or two syllable words High frequency words 	<ul style="list-style-type: none"> Letter Sound Correspondence Knowledge Regularly spelled multi-syllabic words Read one or two syllable words High frequency words 	<ul style="list-style-type: none"> Letter Sound Correspondence Knowledge Regularly spelled multi-syllabic words Read one or two syllable words High frequency words 	<ul style="list-style-type: none"> Letter Sound Correspondence Knowledge Regularly spelled multi-syllabic words Read one or two syllable words High frequency words
Breadth of Vocabulary			<ul style="list-style-type: none"> Synonyms and Antonyms Categorize words 	<ul style="list-style-type: none"> Synonyms and Antonyms Categorize words
Initial Understanding of Literary Text	<ul style="list-style-type: none"> Characters Setting Retelling Responding to Questions Generating Questions Literary/Information Texts Various Genres Problem/Solution (D) Plot (B) Summarizing (B) 	<ul style="list-style-type: none"> Characters Setting Retelling Responding to Questions Generating Questions Literary/Information Texts Various Genres Problem/Solution (D) Plot (B) Summarizing (B) 	<ul style="list-style-type: none"> Characters Setting Retelling Responding to Questions Generating Questions Literary/Information Texts Various Genres Problem/Solution (D) Plot (B) Summarizing (B) 	<ul style="list-style-type: none"> Characters Setting Retelling Responding to Questions Generating Questions Literary/Information Texts Various Genres Problem/Solution (D) Plot (B) Summarizing (B)

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Analysis of Literary Text	<ul style="list-style-type: none"> Predictions Physical Characteristics Character Personality Basic Inferences Author's Message (D) Cause and Effect (D) 	<ul style="list-style-type: none"> Predictions Physical Characteristics Character Personality Basic Inferences Author's Message (D) Cause and Effect (D) 	<ul style="list-style-type: none"> Predictions Physical Characteristics Character Personality Basic Inferences Author's Message (D) Cause and Effect (D) 	<ul style="list-style-type: none"> Predictions Physical Characteristics Character Personality Basic Inferences Author's Message (D) Cause and Effect (D)
Analysis of Interpretation of Literary Text/Citing Evidence	<ul style="list-style-type: none"> Text-to-self Text-to-text Text-to-world 	<ul style="list-style-type: none"> Text-to-self Text-to-text Text-to-world 	<ul style="list-style-type: none"> Text-to-self Text-to-text Text-to-world 	<ul style="list-style-type: none"> Text-to-self Text-to-text Text-to-world
Initial Understanding of Informational Text			<ul style="list-style-type: none"> Nonfiction text features Generate and answer questions Organizational Format Literary and Informational Text 	<ul style="list-style-type: none"> Nonfiction text features Generate and answer questions Organizational Format Literary and Informational Text
Analysis and Interpretation of Informational Text/Citing Evidence			<ul style="list-style-type: none"> Identify topic and title Basic inferences 	<ul style="list-style-type: none"> Identify topic and title Basic inferences
Strategies for Monitoring and Adjusting and Reading Comprehension	<ul style="list-style-type: none"> Self-correcting Self-monitoring Context clues 	<ul style="list-style-type: none"> Self-correcting Self-monitoring Context clues 	<ul style="list-style-type: none"> Self-correcting Self-monitoring Context clues 	<ul style="list-style-type: none"> Self-correcting Self-monitoring Context clues
Strategies for Reading Comprehension	<ul style="list-style-type: none"> Comprehension strategies 	<ul style="list-style-type: none"> Comprehension strategies 	<ul style="list-style-type: none"> Comprehension strategies 	<ul style="list-style-type: none"> Comprehension strategies
Breadth of Reading Widely	<ul style="list-style-type: none"> Reading fluently in and out of school Variety of genres 	<ul style="list-style-type: none"> Reading fluently in and out of school Variety of genres 	<ul style="list-style-type: none"> Reading fluently in and out of school Variety of genres 	<ul style="list-style-type: none"> Reading fluently in and out of school Variety of genres
Breadth of Reading Extensively	<ul style="list-style-type: none"> Self-select reading materials Discussions about text 	<ul style="list-style-type: none"> Self-select reading materials Discussions about text 	<ul style="list-style-type: none"> Self-select reading materials Discussions about text 	<ul style="list-style-type: none"> Self-select reading materials Discussions about text

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Writing				
Habits of Writing	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Share writing 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Share writing 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Share writing 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Share writing
Structures of Language	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Write short, complete sentences • Distinguish between letters, words and sentences • Directionality 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Write short, complete sentences • Distinguish between letters, words and sentences • Directionality 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Write short, complete sentences • Distinguish between letters, words and sentences • Directionality 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Write short, complete sentences • Distinguish between letters, words and sentences • Directionality
Writing in Response to Literary or Informational Text/ Showing Understanding of Ideas in Text	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Plot, ideas, concepts 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Plot, ideas, concepts 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Plot, ideas, concepts 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Plot, ideas, concepts
Writing in Response to Literary or Informational Text/ Making Analytical Judgments About Text	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Prior Knowledge • Organization 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Prior Knowledge • Organization 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Prior Knowledge • Organization 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Prior Knowledge • Organization
Narrative Writing/ Creating a Story Line	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Understandable Story with beginning, middle and end 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Understandable Story with beginning, middle and end 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Understandable Story with beginning, middle and end 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • Understandable Story with beginning, middle and end
Narrative Writing/ Applying Narrative Strategies	<ul style="list-style-type: none"> • Extend/elaborate ideas • Details • Characters • Descriptive words 	<ul style="list-style-type: none"> • Extend/elaborate ideas • Details • Characters • Descriptive words 	<ul style="list-style-type: none"> • Extend/elaborate ideas • Details • Characters • Descriptive words 	<ul style="list-style-type: none"> • Extend/elaborate ideas • Details • Characters • Descriptive words

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Informational Writing (Procedural/Report)		<ul style="list-style-type: none"> • Writing Process • 6 Traits • List materials and procedural steps in order • Organizational structure • Basic Transition words • Concluding statement (B) • Use pictures to create meaning 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • List materials and procedural steps in order • Organizational structure • Basic Transition words • Concluding statement (B) • Use pictures to create meaning 	<ul style="list-style-type: none"> • Writing Process • 6 Traits • List materials and procedural steps in order • Organizational structure • Basic Transition words • Concluding statement (B) • Use pictures to create meaning • Report Writing with teacher support
Applying Rules of Grammar, Usage and Mechanics	<ul style="list-style-type: none"> • Use phonemic awareness/letter knowledge to spell • Correctly spell first name • Spell common high frequency words • Capitals • Correct end punctuation 	<ul style="list-style-type: none"> • Use phonemic awareness/letter knowledge to spell • Correctly spell first name • Spell common high frequency words • Capitals • Correct end punctuation 	<ul style="list-style-type: none"> • Use phonemic awareness/letter knowledge to spell • Correctly spell first name • Spell common high frequency words • Capitals • Correct end punctuation 	<ul style="list-style-type: none"> • Use phonemic awareness/letter knowledge to spell • Correctly spell first name • Spell common high frequency words • Capitals • Correct end punctuation
SE	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Listening & Speaking				
Listening	<ul style="list-style-type: none"> • Describe objects, events, ideas or feelings • Respond or react using simple words or phrases • Initiate conversations • Retell story • Ask meaning of unfamiliar words 	<ul style="list-style-type: none"> • Describe objects, events, ideas or feelings • Respond or react using simple words or phrases • Initiate conversations • Retell story • Ask meaning of unfamiliar words 	<ul style="list-style-type: none"> • Describe objects, events, ideas or feelings • Respond or react using simple words or phrases • Initiate conversations • Retell story • Ask meaning of unfamiliar words 	<ul style="list-style-type: none"> • Describe objects, events, ideas or feelings • Respond or react using simple words or phrases • Initiate conversations • Retell story • Ask meaning of unfamiliar words
Talking A lot	<ul style="list-style-type: none"> • Talk about what think, read or experience • Talk in small groups 	<ul style="list-style-type: none"> • Talk about what think, read or experience • Talk in small groups 	<ul style="list-style-type: none"> • Talk about what think, read or experience • Talk in small groups 	<ul style="list-style-type: none"> • Talk about what think, read or experience • Talk in small groups
Talking to One's Self	<ul style="list-style-type: none"> • Spontaneous Corrections • Talk to self out loud • Mimic language of adults • Monitor word and sentence levels 	<ul style="list-style-type: none"> • Spontaneous Corrections • Talk to self out loud • Mimic language of adults • Monitor word and sentence levels 	<ul style="list-style-type: none"> • Spontaneous Corrections • Talk to self out loud • Mimic language of adults • Monitor word and sentence levels 	<ul style="list-style-type: none"> • Spontaneous Corrections • Talk to self out loud • Mimic language of adults • Monitor word and sentence levels
Conversing at Length on a Topic	<ul style="list-style-type: none"> • Initiate and sustain conversations • Ask for or provide clarification • Solicit other's comments 	<ul style="list-style-type: none"> • Initiate and sustain conversations • Ask for or provide clarification • Solicit other's comments 	<ul style="list-style-type: none"> • Initiate and sustain conversations • Ask for or provide clarification • Solicit other's comments 	<ul style="list-style-type: none"> • Initiate and sustain conversations • Ask for or provide clarification • Solicit other's comments

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<p>Discussing Books</p>	<ul style="list-style-type: none"> • Compare books by same author • Discuss books with same theme • Ask questions • Make predictions • Explain reasoning • Politely disagree • Cause and effect of events • Retell/Summarize story • Describe new information 	<ul style="list-style-type: none"> • Compare books by same author • Discuss books with same theme • Ask questions • Make predictions • Explain reasoning • Politely disagree • Cause and effect of events • Retell/Summarize story • Describe new information 	<ul style="list-style-type: none"> • Compare books by same author • Discuss books with same theme • Ask questions • Make predictions • Explain reasoning • Politely disagree • Cause and effect of events • Retell/Summarize story • Describe new information 	<ul style="list-style-type: none"> • Compare books by same author • Discuss books with same theme • Ask questions • Make predictions • Explain reasoning • Politely disagree • Cause and effect of events • Retell/Summarize story • Describe new information
<p>Getting Things Done</p>	<ul style="list-style-type: none"> • Follow directions • Give directions • Ask for clarification • Engage in extended conversatio 	<ul style="list-style-type: none"> • Follow directions • Give directions • Ask for clarification • Engage in extended conversation 	<ul style="list-style-type: none"> • Follow directions • Give directions • Ask for clarification • Engage in extended conversation 	<ul style="list-style-type: none"> • Follow directions • Give directions • Ask for clarification • Engage in extended conversation
<p>Rules of Interaction</p>	<ul style="list-style-type: none"> • Know school rules • Learn rules for polite interaction • Accountability towards rules • Speaks and listens in turn 	<ul style="list-style-type: none"> • Know school rules • Learn rules for polite interaction • Accountability towards rules • Speaks and listens in turn 	<ul style="list-style-type: none"> • Know school rules • Learn rules for polite interaction • Accountability towards rules • Speaks and listens in turn 	<ul style="list-style-type: none"> • Know school rules • Learn rules for polite interaction • Accountability towards rules • Speaks and listens in turn