

COURSE CURRICULUM MAP

Grade: First Grade

Content Area: Language Arts

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><u>Reading and Foundations:</u></p> <p>1.E.2.PA.4 - Students will blend phonemes to form spoken words including consonant blends. (Lesson 1-4, 7, 12-13)</p> <p>1.E.2.PWS.1.a - Students will decode phonetically regular words. (short vowels (CVC words)) (Lessons 1 – 5 and 6-10)</p> <p>1.E.2.PA.6.c - Students will add phonemes in spoken words (It is a K skill on literacy first, but it is a standard on first grade)</p>	<p><u>Reading and Foundations:</u></p> <p>1.E.2.PA.5 – Students will segment phonemes in spoken words into individual phonemes. (Lessons 5-13)</p> <p>1.E.2.PA.6.a – Students will delete phonemes in spoken words. (Lessons 28, 29) (Initial Phonemes)</p> <p>1.E.2.PWS.1.b - Students will decode phonetically regular words. * Consonant blends (beg.) – Lessons 7-9) * Consonant digraphs (beg. and ending) - Lessons 11-13 and 15</p> <p>1.E.2.F.1.a - Students will read high frequency words and/or irregular spelled grade-level words with automaticity. (List A)</p>	<p><u>Reading and Foundations:</u></p> <p>1.E.2.PA.6.b - Students will substitute phonemes in spoken words (Lessons 16-19)</p> <p>1.E.2.PA.6.a – Students will delete phonemes in spoken words. (Lessons 28, 29) (Final Phonemes)</p> <p>1.E.2.PWS.1.c – Students will decode phonetically regular words. * Ending blends (Lesson 10, 6, 17) * Silent e (CVCe) (Lessons 14-17) * Long vowels (Lessons 16-19, 28)</p>	<p><u>Reading and Foundations:</u></p> <p>1.E.2.PWS.2 - Students will decode words by applying knowledge of structural analysis (Multisyllabic words (closed)).</p> <p>1.E.2.F.1.b – Students will read high frequency words and/or irregular spelled grade-level words with automaticity. (List B)</p>

Reading and Writing Process:

1.E.2.R.3 – Students will sequence the event/plot of story or text (beginning, middle, end) (Lessons 3, 8, 12, 19, 24 – events Lesson 5, 10, 21, 28 – plots)
(USING PICTURES SINCE THEY ARE NOT READING!)

Critical Reading and Writing:

Reading and Writing Process:

1.E.2.R.1 – Students will retell or reenact major events in a text, focusing on important details to recognize the main idea. (Lessons 1, 7, 16, 30)

1.E.2.W.1 – Students will develop and edit first drafts using appropriate spacing between letters, words and sentences using left-to-right and top-to-bottom progression.(ongoing)

Critical Reading and Writing:

Reading and Writing Process:

1.E.3.R.3 – Students will find textual evidence when provided with examples of literary elements and organization. (setting, plot, main characters and their traits in a story) (Lessons 5, 10, 21, 28)

Critical Reading and Writing:

Reading and Writing Process:

1.E.2.R.3 – Students will sequence the event/plot of story or text (beginning, middle, end) (Lessons 3, 8, 12, 19, 24 – events Lesson 5, 10, 21, 28 – plots)
(Story read independently)

Critical Reading and Writing:

1.E.3.R.4 – Students will ask and answer basic questions about texts. (who, what, where, why and when.) (Lessons 2, 6, 25, 29)

1.E.3.W.3 – Students will express an opinion in writing about a topic and provide a reason to support the opinion. (Lessons 26, 27, 28, 29, 30)

<p><u>Vocabulary:</u></p> <p><u>Language:</u></p> <p><u>Research:</u></p>	<p><u>Vocabulary:</u></p> <p><u>Language:</u></p> <p><u>Research:</u></p>	<p><u>Vocabulary:</u></p> <p><u>1.E.4.R.3 – Students will use context clues to determine the meaning of words with guidance and support. (Lessons – ongoing)</u></p> <p><u>Language:</u></p> <p><u>Research:</u></p> <p><u>1.E.6.R.2 – Students will identify graphic features including photos, illustrations, titles, labels, headings, charts and graphs to understand a text. (Lessons 4, 5, 9, 17, 14)</u></p>	<p><u>Vocabulary:</u></p> <p><u>Language:</u></p> <p><u>1.E.5.W.2 – Students will compose grammatically correct simple and compound sentences and questions with appropriate end marks. (Lesson 6, 8, 9, 16, 17, 26, 27)</u></p> <p><u>Research:</u></p>
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Good To Know ELA Standards

Speaking and Listening:

1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.

1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.

1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.1.R.4 Students will restate and follow simple two-step directions.

1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.

1.1.W.2 Students will work respectfully in groups.

Reading Foundations:

1.2.PA.1 Students will blend and segment onset and rime in spoken words (*e.g.*, /ch/+ /at/ = *chat*).

1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.

1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.

1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.

1.2.PC.2 Students will recognize the distinguishing features of a sentence (*e.g.*, *capitalization of the first word, ending punctuation, comma, quotation marks*).

1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:

* most major syllable patterns *open, vowel team, vowel silent e, r-controlled*)

- inflectional endings (*e.g.*, *-s, -ed, -ing*)

- compound words

- contractions

1.2.PWS.3 Students will read words in common word families (*e.g.*, *-at, -ab, -am, -in*).

1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Reading and Writing Process (RW)

1.G.2.RW.2 Students will discriminate between fiction and nonfiction/informational text.

1.G.2.RW.2a Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.

1.G.2.RW.3 Students will correctly spell grade-appropriate, highly decodable words and common irregularly spelled sight words

1.G.2.RW.4 Students will use resources to find correct spelling of words.

Critical Reading and Writing:

1.3.R.1 Students will identify the author’s purpose (*i.e., tell a story, provide information*) with guidance and support.

1.3.R.2 Students will describe who is telling the story (*i.e., point of view*).

1.3.R.5 Students will begin to locate facts that are clearly stated in a text.

1.3.W.1 NARRATIVE

Students will begin to write narratives incorporating characters, plot (*i.e., beginning, middle, end*), and a basic setting (*i.e., time, place*) with guidance and support.

1.3.W.2 INFORMATIVE

Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.

Vocabulary

1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

1.4.R.2 Students will use word parts (*e.g., affixes, roots, stems*) to define unfamiliar words with guidance and support.

1.4.R.4 Students will name and sort words into categories based on common attributes.

1.4.R.5 Students will use a dictionary (*print and/or electronic*) to find words.

1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.

1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.

Language:

1.5.R.1 Students will recognize nouns as concrete objects (*i.e., people persons, places, and things*) and use the pronoun “I.”

1.5.R.2 Students will recognize verbs as actions.

1.5.R.3 Students will recognize color and number adjectives.

1.5.R.4 Students will recognize the prepositions (*e.g., The dog is on top of the doghouse*) through pictures and movement.

1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (*e.g. He sits; we sit*).

1.5.W.1 Students will capitalize:

- the first letter of a sentence,
- proper names
- months and days of the week.

Research:

1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.

1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.

1.6.W.1 Students will generate questions about topics of interest.

1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.

1.6.W.3 Students will make informal presentations of information gathered.

Multimodal Literacies:

1.7.R.1 Students will use provided print and digital resources with guidance and support.

1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.

1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Independent Reading and Writing:

1.8.R.1 Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.

1.8.W.1 Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support