

FIRST GRADE ELA CURRICULUM MAP

Quarter 3–2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
1/7/18	1	What Makes Day and Night? Day and Night	Earth's Place in the Universe	Theme /Monitor and Fix Up	Ending -es and r-controlled or, ore	Verbs that do not add -s	R2BR Writing Prompts
				See R.S. 3.3 Jan's New Home for Reading Skills, Phonics, Grammar, Spelling			
	Read About It	1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.KID.2 Identify the main topic and retell key details of a text.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text c) Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final –y and r-controlled vowels. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d) Use verbs to convey a sense of past, present, and future. e) Use frequently occurring adjectives.					
	Speak About It	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
	Write About It	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.PDW.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.					

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Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
1/14/18	2	Good Night Moon Moon Cake The Moon Book	Earth’s Place in the Universe	Plot Visualize	Endings -ed, -ing and r-controlled ar	Verbs for Now and the Past	R2BR Writing Prompts
				See R.S. 3.4 Frog and Toad Together for Reading Skills, Phonics, Grammar, Spelling			
Read About It		1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.KID.2 Identify the main topic and retell key details of a text. 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.					
Foundational		1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text c) Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final –y and r-controlled vowels. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d) Use verbs to convey a sense of past, present, and future. e) Use frequently occurring adjectives.					
Speak About It		1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PK1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
Write About It		1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.PDW.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.					

FIRST GRADE READING STREET CURRICULUM MAP

Quarter 3–2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus

1/22/18 1/21 MLK Holiday	3	R.W. The Sun 1.PS 3 Energy	Earth's Place in the Universe	Draw Conclusions, Text Structure	r-controlled er, ir, ur, contractions 's, 've, 're	am, is, are, was, were	R2BR Writing Prompts
See R.S. 3.5 I'm a Caterpillar for Reading Skills, Phonics, Grammar, Spelling							
Read About It		1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.KID.2 Identify the main topic and retell key details of a text. 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. 1.RL.IK1.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.					
Foundational		1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. c) Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final –y and r-controlled vowels. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d) Use verbs to convey a sense of past, present, and future. e) Use frequently occurring adjectives.					
Speak About It		1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.					
Write About It		1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.PDW.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.					

FIRST GRADE ELA CURRICULUM MAP

Quarter 3—2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus

1/28/18	4	Ron's Big Mission	Earth's Place & Black History	Sequence, Prior Knowledge	Comparative endings, dge /j/	Contractions with not	R2BR Writing Prompts
See R.S. 3.6 Where are My Animal Friends for Reading Skills, Phonics, Grammar, Spelling							
	Read About It	1.RL.KID.1 Ask and answer questions about key details in a text. 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less. 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. 1.RL.CS.6 Identify who is telling the story at various points in a text. 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f) Write many common, frequently used words and some irregular words. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. c) Use personal, possessive, and indefinite pronouns. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.					
	Speak About It	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings					
	Write About It	1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal even order and provide some sense of closure. 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.					

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Quarter 3—2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus

2/4/18 4.1	5	Henry's Freedom Box	Black History	Draw Conclusions, Monitor & Fix Up	Long a: ai, ay and Possessives	Adjectives	R2BR Writing Prompts
See R.S. 4.1 Mama's Birthday Present for Reading Skills, Phonics, Grammar, Spelling							
Read About It		<p>1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less.</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p> <p>1.RL.CS.6 Identify who is telling the story at various points in a text.</p> <p>1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.</p>					
Foundational		<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y and r-controlled vowels.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. c) Use personal, possessive, and indefinite pronouns. e) Use frequently occurring adjectives.</p> <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>					
Speak About It		<p>1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p>					
Write About It		<p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</p> <p>1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p>1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>					

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Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
2/11/18	6	Mama Panya's Pancake President's Day (1 day) History 1.26	Multiculturalism	Theme, Graphic Organizers	Long e: ea, Inflected Endings	Adjectives for Color & Shapes	R2BR Writing Prompts
See R.S. 4.2 The Dot for Reading Skills, Phonics, Grammar, Spelling							

Read About It	<p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less.</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p> <p>1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.IKI.8 Identify the reasons an author provides to support points in a text.</p>
Foundational	<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final-y, and r-controlled vowels.</p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e) Use frequently occurring adjectives.</p> <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>
Speak About It	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p>
Write About It	<p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</p> <p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal even order and provide some sense of closure.</p> <p>1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p> <p>1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p>

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Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
2/19/18 President's day 2/18	7	S. F. -Mama's Birthday Surprise S.W. Week 22—Communities	Multiculturalism	Author's Purpose, Monitor and Fix Up	Long o: oa, ow and 3-letter blends	Adjectives for sizes	R2BR Writing Prompts
				See R.S. 4.3 Mister Bones: Dinosaur Hunter for Reading Skills, Phonics, Grammar, Spelling			

	Read About It	<p>1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less.</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p> <p>1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.</p> <p>1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.</p>
	Foundational	<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables. f) Read words with inflectional endings.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final-y, and r-controlled vowels. c) Spell words with inflectional endings.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e) Use frequently occurring adjectives.</p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i) Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>
	Speak About It	<p>1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.</p>
	Write About It	<p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal even order and provide some sense of closure.</p> <p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p>1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Quarter 3—2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
2/25/18	8	Big Red Lollipop	Multiculturalism	Realism and Fantasy, Monitor and Fix Up	Long i: ie, igh and kn/n/ and wr/r/	Adjectives for what kind	R2BR Writing Prompts
See R.S 4.4 The Lady in the Moon for Reading Skills, Phonics, Grammar, Spelling							

Read About It	<p>1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less.</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p> <p>1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.</p> <p>1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.</p>
Foundational	<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables. f) Read words with inflectional endings.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final-y, and r-controlled vowels. c) Spell words with inflectional endings.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e) Use frequently occurring adjectives.</p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i) Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>
Speak About It	<p>1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.</p>
Write About It	<p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal even order and provide some sense of closure.</p> <p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p>1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Quarter 3—2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
3/4/18	9	Family Life Peter's Chair	Science	Character, Setting, Plot, Story Structure	Compound Words & vowels ew, ue, ui	Adjectives for how many	R2BR Writing Prompts
				See R.S. 4.5 Peter's Chair for Reading Skills, Phonics, Grammar, Spelling			

<p>Read About It</p>	<p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. 1.RL.CS.5-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. 1.RL.CS.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RL.IKI.7- Either orally or in writing when appropriate, use the illustrations and words in a text to describe its characters, setting, or events.</p>
<p>Foundational</p>	<p>1.FL.VA.7a-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms. 1.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalizations and punctuation, when writing.</p>
<p>Speak About It</p>	<p>1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Write About It</p>	<p>1.W.TTP.2- With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.PDW.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. 1.W.RBPK.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>