

First Grade ELA Curriculum Map



| | Domain: Phonics and Word Recognition (Reading Foundational) | Term 1 | Term 2 | Term 3 | Term 4 |
|---------|---|--------|--------|--------|--------|
| | SE1RF1: Demonstrate understanding of the organization and basic s of print. | | | | |
| a. | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | X | 0 | 0 | 0 |
| | SE1RF2: Demonstrate understanding of spoken words, syllables, and | | | | |
| | (phonemes). | | | | |
| a. | Distinguish long from short vowel sounds in spoken single-syllable words. | X | 0 | 0 | 0 |
| b. | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | X | О | О | О |
| c. | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | X | О | О | О |
| d. | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | X | О | О | 0 |
| ELAGS | SE1RF3: Know and apply grade-level phonics and word analysis skills in | | | | |
| decodir | ng words. | | | | |
| a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. | | X | О | О |
| b. | Know spelling-sound correspondences for additional common vowel teams. | X | 0 | 0 | 0 |
| c. | Decode regularly spelled two-syllable words with long vowels. | | X | 0 | 0 |
| d. | Decode words with common prefixes and suffixes. | | | X | 0 |
| e. | Identify words with inconsistent but common spelling-sound correspondences. | | | X | 0 |
| f. | Recognize and read grade-appropriate irregularly spelled words | | X | 0 | 0 |
| g. | Recognize and read grade-appropriate irregularly spelled words. | X | 0 | 0 | 0 |
| _ | SE1RF4: Read with sufficient accuracy and fluency to support | | | | |
| | chension. | | | | |
| a. | Read on-level text with purpose and understanding. | | | X | 0 |
| b. | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | | | X | 0 |
| c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | X | 0 |
| | Domain: Reading Literary | Term 1 | Term 2 | Term 3 | Term 4 |
| ELAGS | SE1RL1: Ask and answer questions about key details in a text. | X | 0 | 0 | 0 |
| ELAGS | SE1RL2: Retell stories, including key details, and demonstrate | X | 0 | 0 | 0 |
| | tanding of their central message or lesson. | | | | |
| | SE1RL3: Describe characters, settings, and major events in a story, using | | X | 0 | 0 |
| key det | SE1RL4: Identify words and phrases in stories or poems that suggest | | _ | _ | _ |
| | s or appeal to the senses. | X | О | О | 0 |
| | SE1RL5: Explain major differences between books that tell stories and | X | 0 | 0 | 0 |
| | hat give information, drawing on a wide reading of a range of text types. | A | | | |
| | SE1RL6: Identify who is telling the story at various points in a text. | | X | 0 | 0 |
| ELAGS | SE1RL7: Use illustrations and details in a story to describe its characters, | | X | 0 | 0 |
| | or events. | | | | |
| | SE1RL9: Compare and contrast the adventures and experiences of ters in stories. | X | О | О | 0 |
| ELAGS | SE1RL10: With prompting and support, read prose and poetry of riate complexity for grade 1. | | | X | 0 |
| աթթւսի | Domain: Informational | Term 1 | Term 2 | Term 3 | Term 4 |
| ELAGS | SE1RI1: Ask and answer questions about key details in a text. | X | 0 | 0 | 0 |
| | SE1RI2: Identify the main topic and retell key details of a text. | Λ | | | |
| DLAG | DEFECT ACTION OF THE HEATH TOPIC AND TETCH KEY UCTAINS OF A TEXT. | | X | О | О |

| ELAGSEIRI): Denoistrate command of the conventions of standard English gapropriately complex for grade 1. ELAGSEILI: Denoistrate command of the conventions of standard English gaprammar and usage when writing or speaking. a. Print all upper and lowecase letters. b. Use common, proper, and possessive nums. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., Headings, tables) c. Use verbul coursely a sense of past, present, and future (e.g., Yesterday I walked home; Todoly I walk home; Tomorow I will walk home). d. Use requently occurring propositions (e.g., and, but, or, so, because). a. Use requently occurring propositions (e.g., and, but, or, so, because). b. Use frequently occurring propositions (e.g., and, but, or, so, because). c. Use refragently special gaples and speaking the meaning of a word or phrase. c. Use common sproper speake and sands or grade I reading and support from and support properties. c. Use sententies command of the conventions (e.g., I, me, my; they, them., their, anyone, everything). d. Use presently coverring adjectives. c. Use refragently occurring conjunctions (e.g., and, but, or, so, because). a. Pricate and expand complete simple and compound declarative and expanding propositions (e.g., and, but, or, so, because). c. Use requently occurring propositions (e.g., and, but, or, so, because). a. Use requently occurring propositions (e.g., and, but, or, so, because). b. Use requently occurring propositions (e.g., and, but, or, so, because). c. Use common and propositions (e.g., and, but, or, so, because). c. Use common from the conventions (e.g., and, but, or, so, because). c. Use common from the conventions (e.g., and, but, or, so, because). c. Use common from the conventions (e.g., and, but, or, so, because). c. Use common from the conventions (e.g., during, beyond, toward). d. Use prequently occurring propositions (e.g., during, beyond, toward). d. Use common from the conventions (e.g., during, beyond, toward). d. Use prequently oc | | | | | |
|--|--|---------|---------|--------|---------|
| ELAGSEIRH: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. FLAGSEIRIS: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. FLAGSEIRIG: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. FLAGSEIRIG: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. FLAGSEIRIS: Identify the reasons an author gives to support points in a text. FLAGSEIRIS: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). FLAGSEIRIS: White prompting and support, read informational texts appropriately complex for grade 1. FLAGSEIRIS: White prompting and support, read informational texts appropriately complex for grade 1. FLAGSEIRIS: Demonstrate command of the conventions of standard English grammat and usage when writing or speaking. A Print all upper- and lowercase letters. A O O O O O O O O O O O O O O O O O O | ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or nieces of information in a text | | X | О | О |
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| ELAGSEIL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowcrease letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). c. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring adjectives. g. Use frequently occurring page or compliance of the convertion of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use commans in dates and to separate single words in a series. c. Use commans in dates and to separate single words in a series. c. Use commans in dates and to separate single words in a series. c. Use commans in dates and to separate single words in a series. c. Use commans in dates and to separate single words in a series. c. Use commans in dates and to separate single words in a series. c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELAGSEIL4: BEGINS IN GRADE 3 ELAGSEIL4: Determine or clarify the meaning of aword or phrase. a. Use sentence-level context as a clue to the meaning of a word or phrase. a. Use frequently occurring rore words (e.g., look) and their inflectional forms (e.g., look), looked, looking). ELAGSEIL5: With guidance and support from adults, demonstrate understanding of word relationships and nunnees in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | | Town 1 | Town 2 | Town 2 | Town 1 |
| a. Print all upper- and lowercase letters. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). k. Use frequently occurring propositions (e.g., and, but, or, so, because). k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. c. Use command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use comman in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELAGSEIL3: BEGINS IN GRADE 3 ELAGSEIL4: Determine or clarity the meaning of unknown and multiplemeaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word. c. Identify requently occurring ror words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ELAGSEIL5: With guidance and support from adults, demonstrate moders and moders are proposed. b. Use frequently occurring ror ow words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | | 1 erm 1 | 1 erm 2 | Term 5 | 1 erm 4 |
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| b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). k. Use frequently occurring prepositions (e.g., and, but, or, so, because). k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELAGSEIL3: BEGINS IN GRADE 3 ELAGSEIL4: Determine or clarify the meaning of a word or phrase. a. Use sentence-level context as a clue to the meaning of a word. c. Identify frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ELAGSEIL5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | | x | 0 | 0 | 0 |
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| d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walk home; Tonday I walk home; Tondrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring adjectives. y. 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | c. Use singular and plural nouns with matching verbs in basic sentences (e.g., | | | _ | |
| c. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walk home; Today I walk home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). k. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative k. Prints with appropriate spacing between words and sentences. ELAGSE11.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELAGSE11.3: BEGINS IN GRADE 3 ELAGSE11.4: Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word. c. Identify frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ELAGSE11.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a | d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, | X | 0 | 0 | 0 |
| g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. O O O O O O O O O O O O O O O O O O O | e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I | | X | 0 | 0 |
| h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. O O O O O O O O O O O O O O O O O O O | f. Use frequently occurring adjectives. | X | 0 | 0 | 0 |
| i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative k. Prints with appropriate spacing between words and sentences. ELAGSEIL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. x. 0 0 0 b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELAGSEIL3: BEGINS IN GRADE 3 ELAGSEIL4: Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ELAGSEIL5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a | g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). | X | 0 | 0 | 0 |
| j. Produce and expand complete simple and compound declarative k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. Prints with appropriate spacing between words and sentences. k. O O O O b. Lise dates and names of people. k. O O O O O b. Use end punctuation for sentences. k. O O O O c. Use commas in dates and to separate single words in a series. k. O O O O O d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELAGSEIL3: BEGINS IN GRADE 3 ELAGSEIL4: Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word. c. Identify frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ELAGSEIL5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a | h. Use determiners (e.g., articles, demonstratives). | | | X | 0 |
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| b. Define words by category and by one or more key attributes (e.g., a duck is a X O | a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts | X | 0 | 0 | 0 |
| | b. Define words by category and by one or more key attributes (e.g., a duck is a | | v | 0 | 0 |
| | | | Λ | U | U |

| c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). | X | 0 | 0 | 0 |
|---|------------|-------------|---------|---------|
| d. Distinguish shades of meaning among verbs differing in manner (e.g., look, | | | X | 0 |
| peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., | | | Λ | |
| large, gigantic) by defining or choosing them or by acting out the meanings. | | | | |
| ELAGSE1L6: Use words and phrases acquired through conversations, reading and | | X | 0 | 0 |
| being read to, and responding to texts, including using frequently occurring conjunctions | | 11 | | |
| to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too | | | | |
| much because she likes that). | | | | |
| <u>Domain: Research / Writing Process</u> | Term 1 | Term 2 | Term 3 | Term 4 |
| ELAGSE1W1: Write opinion pieces in which they introduce the topic or the name of | | | X | О |
| the book they are writing about, state an opinion, supply a reason for the opinion, and | | | | |
| provide some sense of closure. | | | | |
| ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, | | X | О | О |
| supply some facts about the topic, and provide some sense of closure. | | | | |
| ELAGSE1W3: Write narratives in which they recount two or more appropriately | X | О | О | О |
| sequenced events, include some details regarding what happened, use temporal words | | | | |
| to signal event order, and provide some sense of closure. | | | | |
| ELAGSE1W4: BEGINS IN GRADE 3 | X | О | 0 | 0 |
| ELAGSE1W5: With guidance and support from adults, focus on a topic, respond | X | О | О | О |
| to questions and suggestions from peers, and add details to strengthen writing as | | | | |
| needed. | | | | |
| ELAGSE1W6: With guidance and support from adults, use a variety of digital | X | О | О | О |
| tools to produce and publish writing, including in collaboration with peers. | | | | |
| ELAGSE1W7: Participate in shared research and writing projects (e.g., | X | 0 | 0 | О |
| exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions). | | | | |
| ELAGSE1W8: With guidance and support from adults, recall information from | W | 0 | 0 | 0 |
| experiences or gather information from provided sources to answer a question. | X | 0 | О | О |
| ELAGSE1W9: BEGINS IN GRADE 4 | | | | |
| ELAGSE1W10: BEGINS IN GRADE 3 | | | | |
| Domain: Comprehension and Collaboration (Speaking & Listening) | Term 1 | Term 2 | Term 3 | Term 4 |
| ELAGSE1SL1: Participate in collaborative conversations with diverse partners | 1 CI III I | 1 CI III 2 | 1011113 | 1011114 |
| about grade 1 topics and texts with peers and adults in small and larger groups. | | | | |
| a. Follow agreed-upon rules for discussions (e.g., listening to others with care, | X | 0 | 0 | 0 |
| speaking one at a time about the topics and texts under discussion). | Λ | U | U | |
| b. Build on others' talk in conversations by responding to the comments of | - | | | |
| b. Build on others tark in conversations by responding to the comments of | x | 0 | 0 | () |
| others through multiple exchanges. | X | 0 | О | 0 |
| | | | - | |
| others through multiple exchanges. | X X | 0 | 0 | 0 |
| others through multiple exchanges. c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or | | | - | |
| others through multiple exchanges. c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | X | 0 | 0 | 0 |
| others through multiple exchanges. c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELAGSE1SL3: Ask and answer questions about what a speaker says in order to | X | 0 | 0 | 0 |
| others through multiple exchanges. c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | X | 0 | 0 | 0 |
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