

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised January 2018

Quarter: 1

Common Core Standards:

Literature Skills

1.RL.1- 2: Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **(INTRODUCE & SUPPORT)**

1.RL.3 & 7 : Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. **(INTRODUCE & SUPPORT)**

1.RL. 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(INTRODUCE & SUPPORT)**

1. RL. 9: Compare and contrast the adventures and experiences of characters in stories. **(INTRODUCE & SUPPORT)**

Essential Vocabulary for standards above:

Details	Contrast	Questions	moral/lesson	adventures	resolution	beginning
Describe	Events	Answer	word	main event	plot	middle
Character	Feelings	Text	senses	story	events	end
Setting	Poetry	information	sentence	problem	problem	retell

Informational Text

1.RI.1: Ask and answer questions about key details in a text. **(INTRODUCE & SUPPORT)**

1. RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. **(INTRODUCE & SUPPORT)**

1. RI.5-7: Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas. **(INTRODUCE & SUPPORT)**

Essential Vocabulary for standards above:

Describe	Answer	identify	purpose	illustrations	text	relationship	individual
Details	information	person	contribute	differences	distinguish	place	graphics
Character	illustrator	idea	pictures	Events	author	thing	photograph
Graphics	headings	depict	diagram	Learn	glossary	shows	label

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Foundational Skills

- 1.RF.1:** Demonstrate understanding of the organization and basic features of print. **(INTRODUCE & SUPPORT)**
 - a. Recognize the distinguishing features of a sentence.

- 1.RF.2:** Demonstrate understanding of spoken words, syllables and sounds. **((INTRODUCE & SUPPPORT))**
 - a. Orally produce single-syllable words by blending sounds, including consonant blends.
 - b. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.

- 1.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. **(INTRODUCE & SUPPORT)**
 - a. Decode regularly spelled one-syllable words.
 - b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - c. Recognize and read grade-appropriate irregularly spelled words.

- 1.RF.4:** Read with sufficient accuracy and fluency to support comprehension. **(INTRODUCE & SUPPORT)**
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Vocabulary for standards above:

demonstrate	consonant blends	comprehension	Recognize	initial	recognition
distinguishing	medial vowel	expression	features	final	rereading
Syllables	phonics	Sounds	decoding		
Orally	accuracy	blending sounds		support	

Writing (Argumentative/Opinion)

- 1. W.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some senses of closure. (Mastered0)
- 1. W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (Introduce & Support)
- 1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Introduce & Support)

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Essential Vocabulary for standards above:

Opinion reason topic title sequence reasons details ask answer focus revise edit
Improve collect gather select recall information retell describe sources encyclopedia non-fiction
expository magazine article

Speaking and Listening

- 1.SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Introduce & Support)
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion

1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (I & S)

1.SL.4: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. (I & S)

1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Master)

1.SL.6: Produce complete sentences when appropriate to task and situation. (Master)

Essential Vocabulary for standards above:

Conversation partner takes turns listen carefully interrupting inside voices video voice speaking express
Ideas feelings discriptions thoughts share event important

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Language

1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters (Master)
- b. Use frequently occurring conjunctions.
- c. Use determiners.

1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Introduce & Support)

- a. Use end punctuation for sentences.
- b. 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.

1.L.4: 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. (Introduce & support)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

Essential Vocabulary for standards above:

Demonstrate, conventions, grammar, writing, speaking, upper, lower, conjunctions, determiners, capitalization, punctuation, spelling, phonetically, phonemic awareness, clarify, multiple-meaning words, phrases, context clues

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Measurable Data:

AIMSweb Progress Monitor (RTI)	I-Ready
Michael Heggerty	Quizzes
Common Assessments	Basal
Assessment Writing Samples	MAP
Formative Assessment	Teacher
Created	
Informal Observation	Accelerated
Reader	
Exit slips	

RESOURCES

Studies Weekly	Readworks
I-ready (toolbox)	Imagine Learning
STEM	Leveled Library
Reading a-z	Jolly Phonics
Reading Street	Heggerty
Raz-kids	
Read Naturally	
District Approved Websites/Apps	

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Quarter: 2

Common Core Standards:

Literature Skills

- 1.RL.1** : Ask and answer questions about key details in a text. (**Support**)
- 1.RL.2**: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Support)
- 1.RL.3** : Describe characters, settings, and major events in a story, using key details. (**Support**)
- 1.RL.4**: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (**Mastered**)
- 1.RL.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. (**Support**)
- 1.RL.6**: Identify who is telling the story at various points in a text. (**Introduce & Support**)
- 1.RL.7** : Use illustrations and details in a story to describe its characters, setting, or events. (**INTRODUCE**)
- 1.RL.9**: Compare and contrast the adventures and experiences of characters in stories. (**NTRODUCE & SUPPORT**)
- 1.RL.10**: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (**INTRODUCE & SUPPORT**)

Essential Vocabulary for added standards above:

Explain	narrative	dialogue	compare
Difference	exposition	author	predict
Story	characters	author's voice	identify
Poem	fiction	quotations	
Information	nonfiction	retell	
Text	narrator	recall	

Informational Skills

- 1.RI.1**: Ask and answer questions about key details in a text. (**SUPPORT**)
- 1.RI.3**: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (**INTRODUCE**)
- 1.RI.5**: Know and use various text features to locate key facts or information in a text. (**INTRODUCE**)
- 1.RI.6**: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text such as labels, graphs or diagrams. (**INTRODUCE**)

MASTER

INTRODUCE/SUPPORT

ADDITIONAL STANDARD

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Essential Vocabulary for added standards above:

Reason	point
Writing	similarities
support	

Foundational Skills (SKILLS WILL BE ALL REINTRODUCED)

- 1.RF.1:** Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence. (MASTER)
- 1.RF.2:** Demonstrate understanding of spoken words, syllables, and sounds. (Introduce & Support)
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds, including consonant blends.
 - c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.
- 1.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. (Introduce & Support)
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - 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 such as -ly & -ed.
 - g. Recognize and read grade-appropriate irregularly spelled words.
- 1.RF.4:** Read with sufficient accuracy and fluency to support comprehension.(Introduce & Support)
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Syllable	inflectional endings	diagraphs
Sounds	context	patterns
Initial	self-correct word	
Medial vowel	recognition	

Writing (Explanatory)

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Prairie-Hills Elementary School District 144

1st Grade ~ ELA Curriculum Map

Revised February 2018

1.W.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (Master)

1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Support)

1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Master)

Essential Vocabulary for added standards above:

Cooperate	monitor	explanation
Computer	information	write
Keyboard	facts	details

Speaking and Listening

1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Master)

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion

1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. (Master)

1.SL.5: Add drawing, labels, diagrams, graphs, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Master)

1.SL.6: Produce complete sentences when appropriate to task and situation. (Master)

Essential Vocabulary for added standards above:

Speaker	understand	information
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Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Language

1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper and lower case letters (**MASTER**)

b. Use common, proper, and possessive nouns.

c. Use frequently occurring conjunctions.

d. Use determiners.

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised January 2016

1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people. (Master)

b. Use end punctuation for sentences. (Master)

c. Use commas in dates and to separate single words in a series. (Support)

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. (Support)

1.L.4: 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. (Introduce & support)

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Identify frequently occurring root words and their inflectional forms.

Essential Vocabulary for added standards:

Identify root words inflectional

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised January 2016

Measurable Data:

AIMSweb Progress Monitor (RTI)	I-Ready
Michael Heggerty	Quizzes
Common Assessments	Basal
Assessment Writing Samples	MAP
Formative Assessment	Teacher
Created	
Informal Observation	Accelerated
Reader	
Exit slips	

RESOURCES

Studies Weekly	Readworks
I-ready (toolbox)	Imagine Learning
STEM	Leveled Library
Reading a-z	Jolly Phonics
Reading Street	Heggerty
Raz-kids	
Read Naturally	
District Approved Websites/Apps	

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Quarter: 3

Common Core Standards:

Literature Skills

1.RL.1-2: Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **(MASTER)**

1.RL.3 & 7: Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. **(MASTER)**

1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(MASTER)**

1.RL.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. **(MASTER)**

1.RL.6: Identify who is telling the story at various points in a text. **(INTRODUCE)**

1.RL. 9: Compare and contrast the adventures and experiences of characters in stories. **(INTRODUCE & SUPPORT)**

1.RL.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. **(MASTER)**

Essential Vocabulary for standards above:

ALL WORDS FROM QUARTER 1 AND 2 WITH MASTERY

Informational Text

1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. **(MASTER)**

1.RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(MASTER)**

1.RI.5-7: Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. **(MASTER)**

1.RI.8: Identify the reasons an author gives to support points in text. **(MASTER)**

1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.) **(SUPPORT)**

1.RI.10: With prompting and support, read informational texts appropriately complex for grade 1. **(SUPPORT)**

MASTER

INTRODUCE/SUPPORT

ADDITIONAL STANDARD

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Essential Vocabulary for added standards above:

Clarify determine context unknown words clue context re-read decode synonymsantonyms

FOUNDATIONAL SKILLS

(ALL SKILLS WILL BE ALL REINFORCED)

1. **RF.1:** Demonstrate understanding of the organization and basic features of print. (MASTER)
 - a. Recognize the distinguishing features of a sentence i.e., noun, verb & adjective.

1. **RF.2:** Demonstrate understanding of spoken words, syllables and sounds.(MASTER)
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds, including 2- and 3- letter consonant blend and digraphs.
 - c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds.

1. **RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. (MASTER)
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable and two-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds.
 - 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.
 - g. Recognize and read grade-appropriate irregularly spelled words.

1. **RF.4:** Read with sufficient accuracy and fluency to support comprehension. (MASTER)
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Essential Vocabulary for added standards above:

Nouns verbs adjectives segment pronounce initial medial vowel final consonant blends diagraphs

Writing (Narrative) (MASTER)

- 1.W.3:** Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1.W.7:** Participate in shared research and writing projects (e.g., “how-to” books)
- 1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Vocabulary for standards above:

sequence event time order research directions instruction fact fiction

Speaking and Listening (MASTER)

- 1.SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (MASTER)
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion, using polite conversation and agreeing to disagree agreeably).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion
- 1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

- 1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (MASTER)
- 1.SL.6:** Produce complete of the conventions of standard English grammar and usage when writing or speaking. (SUPPORT)
- a. Print all upper and lower case letters. **N/A**
 - b. Use common, proper, and possessive nouns.
 - c. Use personal, possessive, and indefinite pronouns.
 - d. Use frequently occurring adjectives.
 - e. Use frequently occurring conjunctions.
 - f. Use determiners.
 - g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Essential Vocabulary for standards above:

ALL WORDS FROM QUARTER 1 AND 2 WITH MASTERY

LANGUAGE:

- 1.L.D** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (MASTER)
- 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.
- ~~**1.L.4:** 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. (MASTER)~~
- ~~a. Use sentence-level context as a clue to the meaning of a word or phrase.~~
 - ~~b. Identify frequently occurring root words and their inflectional forms.~~
- 1.L.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes.
 - ~~c. Identify real-life connections between words and their use.~~

MASTER

INTRODUCE/SUPPORT

ADDITIONAL STANDARD

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Essential Vocabulary for standards above:

categories concept word relationships key attributes real-life connections

Measurable Data:

AIMSweb Progress Monitor (RTI)	I-Ready
Michael Heggerty	Quizzes
Common Assessments	Basal Assessment
Writing Samples	MAP
Formative Assessment	Teacher Created
Informal Observation	Accelerated Reader
Exit slips	

RESOURCES

Studies Weekly	Readworks
I-ready (toolbox)	Imagine Learning
STEM	Leveled Library
Reading a-z	Jolly Phonics
Reading Street	Heggerty
Raz-Kids	
Read Naturally	
District Approved Websites/Apps	

First Grade

Quarter: 4

Common Core Standards:

Literature Skills

- 1.RL.1-2:** Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (MASTER)
- 1.RL.3 & 7:** Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. (MASTER)
- 1.RL.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (MASTER)
- 1.RL.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. (MASTER)
- 1.RL.6:** Identify who is telling the story at various points in a text. (MASTER)
- 1.RL. 9:** Compare and contrast the adventures and experiences of characters in stories. (SUPPORT)
- 1.RL.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)

Essential Vocabulary for standards above:

ALL WORDS FROM QUARTER 1, 2 and 3 WITH MASTERY

Informational Text

- 1.RI.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER)
- 1.RI.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (MASTER)
- 1.RI.5-7:** Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)
- 1.RI.8:** Identify the reasons an author gives to support points in text. (MASTER)
- 1.RI.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations) (SUPPORT)

Common Core Standards:

Literature Skills

- 1.RL.1-2** : Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **(MASTER)**
- 1.RL.3 & 7** : Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. **(MASTER)**
- 1.RL.4**: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(MASTER)**
- 1.RL.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. **(MASTER)**
- 1.RL.6**: Identify who is telling the story at various points in a text. **(MASTER)**
- 1.RL. 9**: Compare and contrast the adventures and experiences of characters in stories. **(SUPPORT)**
- 1.RL.10**: With prompting and support, read prose and poetry of appropriate complexity for grade 1. **(MASTER)**

Essential Vocabulary for standards above:

ALL WORDS FROM QUARTER 1, 2 and 3 WITH MASTERY

Informational Text

- 1.RI.3**: Describe the connection between two individuals, events, ideas, or pieces of information in a text. **(MASTER)**
- 1.RI.4**: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(MASTER)**
- 1.RI.5-7**: Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. **(MASTER)**
- 1.RI.8**: Identify the reasons an author gives to support points in text. **(MASTER)**
- 1.RI.9**: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.) **(MASTER)**
- 1.RI.10**: With prompting and support, read informational texts appropriately complex for grade 1. **(MASTER)**

MASTER

INTRODUCE/SUPPORT

ADDITIONAL STANDARD

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

Essential Vocabulary for standards above:

ALL WORDS FROM QUARTER 1, 2 and 3 WITH MASTERY

Foundational Skills (SKILLS WILL BE ALL MASTERED)

1.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence.

1.RF.2: Demonstrate understanding of spoken words, syllables and sounds.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds, including consonant blends.
- c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds.

1.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words. **N/A**
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- 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.
- g. Recognize and read grade-appropriate irregularly spelled words.

1.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Vocabulary for standards above:

ALL WORDS FROM QUARTER 1, 2 and 3 WITH MASTERY

Writing (MASTER)

- 1.W.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some senses of closure.
- 1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.3:** Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1.W.7:** Participate in shared research and writing projects (e.g., “how-to” books)
- 1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Vocabulary for added Standards:

See words from standards 1, 2 and 3 with mastery

Speaking and Listening (MASTER)

- 1. SL.1:** Participate in collaborative conversations with diverse partners 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, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion
- 1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

MASTER

INTRODUCE/SUPPORT

ADDITIONAL STANDARD

1.SL.3: Ask and answer questions about what a speaker says in order to gain additional information or clarify something that is not understood.

Brairie Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

MASTER

INTRODUCE/SUPPORT

ADDITIONAL STANDARD

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised 2018

- 1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.
- 1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.6:** Produce complete sentences when appropriate to task and situation.

Language(MASTER)

- 1.L.**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print all upper and lower case letters
 - b. Use common, proper, and possessive nouns.
 - c. Use personal, possessive, and indefinite pronouns.
 - d. Use verbs to convey a sense of past, present, and future.
 - e. Use frequently occurring adjectives.
 - f. Use frequently occurring conjunctions.
 - g. Use determiners.
 - h. Use frequently occurring prepositions.
 - i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.**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.
- 1.L.4:** 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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Identify frequently occurring root words and their inflectional forms.
- 1.L.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words in categories to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes.
 - c. Identify real-life connections between words and their use.

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised February 2018

Read words with inflectional endings.

- Write informative/explanatory texts in which they name a topic, some facts about a topic and provide a sense of closure.
- With support from adults, use a variety of digital tools to produce and publish writing.
- Ask and answer questions about key details in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Identify the reasons an author gives to support points in a text.
- Segment spoken single-syllable words into their complete sequence of individual sounds.
- Know final –e and common vowel team conventions for representing long vowel sounds.
- Participate in shared research and writing projects (e.g., “how to”) books.
- Use personal, possessive and indefinite pronouns.
- Sort words into categories.
- Define words by category and by one or more attributes.
- Identify real-life connections between words and their use.
- Identify the main topic and retell key details of a text.
- Write an opinion piece in which they introduce the topic, state an opinion, supply a reason for the opinion and provide some sense of closure.
- Use verbs to convey a sense of past, present and future.
- Use singular and plural nouns with matching verbs in basic sentences.
- Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- 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.
- Produce complex sentences in response to prompts.

- **Measurable Data:**
- AIMSweb Progress Monitor (RTI) I-Ready
- Michael Heggerty Quizzes
- Common Assessments Basal
- Assessment Writing Samples MAP
- Formative Assessment Teacher Created
- Informal Observation Accelerated
- Reader
- Exit slips

Prairie-Hills Elementary School District 144
1st Grade ~ ELA Curriculum Map

Revised January 2016

- Read words with inflectional endings.
- Write informative/explanatory texts in which they name a topic, some facts about a topic and provide a sense of closure.
- With support from adults, use a variety of digital tools to produce and publish writing.
- Ask and answer questions about key details in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Identify the reasons an author gives to support points in a text.
- Segment spoken single-syllable words into their complete sequence of individual sounds.
- Know final –e and common vowel team conventions for representing long vowel sounds.
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Measurable Data:

AIMSweb Progress Monitor (RTI)	I-Ready
Michael Heggerty	Quizzes
Common Assessments	Basal
Assessment Writing Samples	MAP
Formative Assessment	Teacher Created
Informal Observation	Accelerated
Reader	
Exit slips	

RESOURCES

Studies Weekly

I-ready (toolbox)

STEM

Reading a-z

Reading Street

Raz-kids

Read Naturally

District Approved Websites/Apps

Readworks

Imagine Learning

Leveled Library

Jolly Phonics

Heggerty