



ESPAÑOLA PUBLIC SCHOOLS

REACHING FOR EXCELLENCE

ELA Curriculum Map 2018-2019

1st Grade

| Quarter | Strand | Focus Standards | Learning Targets | Core Adopted Resources Units/Weeks Texts/Genre | Writing Focus • Genre • Time | Core Adopted Assessments | Supplemental Resources |
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| 1 | RL. | <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> | <p>1.1. Provides questions and/or answers that show understanding of key details in a text.</p> <p>1.2 Provides a retelling of a story, including key details.</p> <p>1.2 Provides an identification of the central message or lesson in a text.</p> <p>1.3 Provides a description of characters in a story using key details.</p> <p>1.3 Provides a description of the setting of a story using key details.</p> <p>1.3 Provides a description of the major events in a story using key details.</p> <p>1.4 Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses.</p> <p>1.5 Provides an explanation of the major differences between books that tell stories and books that give information.</p> | <p>Smart Start</p> <p>Week 1</p> <ul style="list-style-type: none"> ▪ The Game ▪ Poem ▪ Helping Hands ▪ Poem <p>Week 2</p> <ul style="list-style-type: none"> ▪ Where are We? ▪ Poem ▪ Rain Forests ▪ Poem <p>Week 3</p> <ul style="list-style-type: none"> ▪ Our Bike ▪ Poem ▪ Zoom! ▪ Poem <p>Unit 1</p> <p>Week 1</p> <ul style="list-style-type: none"> ▪ This School Year Will be the Best! | <p>Smart Start</p> <p>Respond to text and sentence writing 3 Weeks</p> <p>Unit 1</p> <p>Informative 4 Weeks</p> <p>Narrative 1 Week</p> <p>Unit 2</p> <p>Opinion 1 Week</p> | <p>Wonders Weekly Assessment TE/online</p> <p>Wonders Unit Assessment TE/online</p> <p>Wonders Fluency Assessment TE/online</p> <p>Wonders Benchmark TE/online</p> <p>Wonders Running Records TE/online</p> | <p>Assessments</p> <p>Lexia</p> <p>Istation Monthly Assessment</p> <p>Istation On Demand Assessments</p> <p>Curriculum</p> <p>Istation Lessons</p> <p>Lexia Lessons</p> <p>Sight Words</p> <p>Teach Your Monster to Read</p> <p>Engage NY Epic</p> |

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| | | RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | 1.7 Provides an identification of who is telling the story at various points in a text. | <ul style="list-style-type: none"> ▪ Realistic Fiction | | Wonders Selection Test TE/online | Florida Center for Reading Research |
| RI. | RI.1.1. Ask and answer questions about key details in a text. | 1.1 Provides questions and answers that show understanding of the key details in a text. | | Week 2 <ul style="list-style-type: none"> ▪ Alicia’s Happy Day ▪ Realistic Fiction | | Wonders Screening and Diagnosis TE/online | Story Works |
| | RI.1.2. Identify the main topic and retell key details of a text. | 1.2 Provides an identification of the topic of a text. 1.2 Provides a retelling of key details in a text. | | Week 3 <ul style="list-style-type: none"> ▪ Cool Dog, School Dog ▪ Fiction | | Wonders Test Library online only | Storyline Online |
| | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1.3 Provides a description of the connection between two individuals in a text. 1.3 Provides a description of the connections between two events in a text. 1.3 Provides a description of the connections between two ideas or pieces of information in a text. | | Week 4 <ul style="list-style-type: none"> ▪ Friends all Around ▪ Non-Fiction | | | Turtle Diary |
| | RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 1.4 Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. | | Week 5 <ul style="list-style-type: none"> ▪ Move! ▪ Non-Fiction | | | |
| | RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 1.5 Demonstrates knowledge and use of text features to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). | | | | | |
| | RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 1.6 Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text. | | | | | |
| | RI.1.7. Use the illustrations and details in a text to describe its key ideas. | 1.7 Demonstrates use of the illustrations and details in a text to describe the key ideas in the text. | | | | | |

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| | <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.</p> | <p>1.8 Provides an identification of the reasons an author gives to support points in a text.</p> <p>1.9 Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> <p>1.10 Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</p> | | | | |
| RF. | <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | <p>1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>1.2 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | | | | |

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| | <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>1.3 Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>1.4 Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | | | | |
| W. | <p>W.1.1. 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 sense of</p> | <p>1.1 Write opinion pieces in which they: - introduce the topic or name the book they are writing about -state an opinion</p> | | | | |

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| | | <p>closure.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5. 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.</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> | <p>-supply a reason for the opinion -provide some sense of closure.</p> <p>1.2 Write informative/explanatory texts in which they: -name a topic -supply some facts about the topic -provide some sense of closure</p> <p>1.3 Write narratives in which they: -recount two or more appropriately sequenced events -include some details regarding what happened -use temporal words to signal event order -provide some sense of closure</p> <p>1.5 With guidance and support from adults: -focus on a topic -respond to questions and suggestions from peers -add details to strengthen writing as needed.</p> <p>1.6 With guidance and support from adults: -use a variety of digital tools to produce and publish writing including in collaboration with peers</p> <p>1.7. Participate in shared research and writing projects</p> | | | | |
| | SL. | <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g.,</p> | <p>1.1 Demonstrates the ability to participate in collaborative conversations with diverse partners about grade 1 topics and texts.</p> <p>1.1 Demonstrates the ability to follow agreed-upon rules for discussions.</p> | | | | |

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| | | <p>listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>a. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>b. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> | <p>1.1 Demonstrates ability to build on others' talk in conversation by responding to comments of others.</p> <p>1.1 Demonstrates the ability to ask questions to clear up confusion about the topics or texts under discussion.</p> <p>1.2 Demonstrates the ability to ask and answer questions about key details in text read aloud.</p> <p>1.2 Demonstrates the ability to ask and answer questions presented orally or through other media.</p> <p>1.3 Demonstrates the ability to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.4 Demonstrates the ability to describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.5 Provides drawings or visual displays to clarify ideas, thoughts and feelings.</p> <p>1.6 Demonstrates ability to produce complete sentences when appropriate to task and situation.</p> | | | | |
| | L. | <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching</p> | <p>1.1 Print all upper- and lowercase letters. Use common, proper, and possessive nouns.</p> <p>1.1 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.1 Use personal, possessive, and indefinite pronouns.</p> | | | | |

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| | | <p>verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>1.1 Use verbs to convey a sense of past, present, and future.</p> <p>1.1 Use frequently occurring adjectives.</p> <p>1.1 Use frequently occurring conjunctions.</p> <p>1.1 Use determiners</p> <p>1.1 Use frequently occurring prepositions.</p> <p>1.1 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.2 Capitalize dates and names of people.</p> <p>1.2 Use end punctuation for sentences.</p> <p>1.2 Use commas in dates and to separate single words in a series.</p> <p>1.2 Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.2 Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | | | | |
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| | | <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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 <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p>L.1.6. Use words and phrases acquired through</p> | <p>1.4 Demonstrates the ability to determine the meaning of unknown and multiple-meaning</p> <p>1.4. Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.4 Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.</p> <p>1.5 Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>1.5 Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes.</p> <p>1.5 Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.</p> <p>1.5 Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.</p> <p>1.5 Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.</p> <p>1.6 Provides a statement using words and phrases acquired through conversations and</p> | | | | |
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| | | conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). | reading, including frequently occurring conjunctions to signal simple relationships. | | | | |
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