



# ESPAÑOLA PUBLIC SCHOOLS

REACHING FOR EXCELLENCE

## ELA Curriculum Map 2018-2019

1<sup>st</sup> Grade

Quarter	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
2	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,</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. (1)</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</p>	<p><b>Unit 2</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Millie Waits for the Mail</li> <li>Fiction</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>The Three Little Dassies</li> <li>Fantasy</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Babies in the Bayou</li> <li>Non-Fiction</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>The Story of Martin Luther King Jr.</li> <li>Non-Fiction Biography</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Me on the Map</li> </ul>	<p><b>Unit 2</b></p> <p>Informative 3 Weeks</p> <p>Narrative 1 Week</p> <p><b>Unit 3</b></p> <p>Narrative 4 Weeks</p> <p>Opinion 1 Week</p>	<p><b>Wonders Weekly Assessment</b> 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>Wonders</p>	<p><b>Assessments</b></p> <p>Lexia</p> <p>Istation Monthly Assessment</p> <p>Istation On Demand Assessments</p> <p><b>Curriculum</b></p> <p>Istation Lessons</p> <p>Lexia Lessons</p> <p><a href="#">Sight Words</a></p> <p><a href="#">Teach Your Monster to Read</a></p> <p><a href="#">Engage NY Epic</a></p> <p><a href="#">Florida Center for</a></p>

	<p>drawing on a wide reading of a range of text types.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>books that give information.</p> <p>1.6 Provides an identification of who is telling the story at various points in a text.</p> <p>1.7 Provides a description of characters, setting, or events from a story using illustrations and details from a story.</p> <p>1.9 Provides a comparison and contrast of the adventures and experiences of characters in two or more stories.</p> <p>1.10 Students read and demonstrate comprehension of grade-level complex literary text.</p>	<ul style="list-style-type: none"> <li>▪ Realistic Fiction</li> </ul> <p><b>Unit 3</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>▪ A Second is a Hiccup</li> <li>▪ Fiction</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>▪ Mystery Vine</li> <li>▪ Informational Fiction</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>▪ Interrupting Chicken</li> <li>▪ Fiction</li> </ul>		<p>Selection Test TE/online</p> <p>Wonders Screening and Diagnosis TE/online</p> <p>Wonders Test Library online only</p> <p>Istation Monthly Assessment</p> <p>Istation On Demand Assessments</p>	<p><a href="#">Reading Research</a></p> <p><a href="#">Story Works</a></p> <p><a href="#">Storyline Online</a></p> <p><a href="#">Turtle Diary</a></p>
<p><b>RI.</b></p>	<p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <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</p>	<p>1.2 Provides questions and answers that show understanding of the key details in a text.</p> <p>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).</p> <p>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.</p> <p>1.7 Demonstrates use of the illustrations and details in a text to describe the key ideas in the text.</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</p>				

	<p>illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.</p>	<p>and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> <p>1.10 Students read and demonstrate comprehension of grade-level complex informational texts.</p>				
<p><b>RF.</b></p>	<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. 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>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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> <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>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g, Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</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><b>W.</b></p>	<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 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</p>	<p>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 -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</p>				

		<p>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>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>-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> <p>1.8 Recall information from personal experiences to provide evidence to answer questions.</p>				
	<b>SL.</b>	<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>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).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about</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> <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</p>				

		<p>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>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>				
	<p>L.</p>	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</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>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> <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>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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 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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