

## First Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>FOUNDATIONAL SKILLS</b> <b>(Print Concepts)</b>	<b>CC.1.1.1.B</b> Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence.</li> </ul>	Print Concepts (title, author, first word, punctuation, capitalization, sentences)	Including, but not limited to:  Teacher observation  PAST  Teacher made assessments/checklists	Select from:  StoryTown Themes 1 and 2  Word Sorts  StoryTown Student Practice Books
<b>(Phonological Awareness)</b>	<b>CC.1.1.1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>• Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>• Add or substitute individual sounds in one-syllable words to make new words.</li> </ul>	Sentences, Words, Syllables  Sentence and word segmentation and blending  Phoneme Isolation (initial, medial vowel, and final sounds)  Phoneme manipulation  Rhyme Identification and production	DIBELS progress monitoring	Reader's Theater  StoryTown – <i>Big Book of Poems and Rhymes</i>
<b>(Phonics and Word Recognition)</b>	<b>CC.1.1.1.D</b> Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Decode one and two-syllable words with common patterns.</li> <li>• Read grade level words with inflectional endings.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	Short Vowels (a, i, o)  Digraph (-ck)  Contractions (n't, 's)  Inflectional Endings: (-s, -ed, -ing)		

<b>(Fluency)</b>	<b>CC.1.1.1.E</b> Read with accuracy and fluency to support comprehension <ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Accuracy  Punctuation		
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## First Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>READING INFORMATIONAL TEXT</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.2.1.C *</b> Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p><b>CC.1.2.1.F *</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>CC.1.2.1.G *</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>CC.1.2.1.J *</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases.</p>	<p>Answer Questions</p> <p>Classify and Categorize</p> <p>Develop Vocabulary</p> <p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>AR Quizzes</p>	<p>Select from:</p> <p>StoryTown Themes 1 and 2</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>
<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.3.1.B *</b> Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C *</b> Describe characters, settings, and major events in a story using key details.</p> <p><b>CC.1.3.1.G *</b> Use illustrations and details in a story to describe characters, settings, or events.</p> <p><b>CC.1.3.1.J *</b></p>	<p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p> <p>Use Graphic Organizers</p> <p>Story Elements: (Beginning, Middle, End)</p> <p>Story Elements (Characters)</p> <p>Summarize</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p>	<p>Select from:</p> <p>StoryTown Themes 1 and 2</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>

<b>READING LITERATURE (cont.)</b>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Develop Vocabulary	AR Quizzes	
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CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>WRITING</b></p>	<p><b>CC.1.4.1.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N</b> Establish “who”, and “what” the narrative will be about.</p> <p><b>CC.1.4.1.O</b> Include thoughts and feelings to describe experiences and events.</p> <p><b>CC.1.4.1.P</b> Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p><b>CC.1.4.1.Q</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic</li> </ul>	<p>Building a Writing Community</p> <p>Visualize</p> <p>Reread and Add More</p> <p>Develop Writing Fluency</p> <p>Use Word Order/Time Order Words</p> <p>Identify the Naming and Telling Parts of a Sentence</p> <p>Form Questions</p> <p>Identify Types of Sentences</p> <p>Capitalize dates and names of people</p> <p>Use commas in dates and words in a series</p>	<p>Included, but not limited to:</p> <p>Writing Conferences</p> <p>Student Writing</p> <p>Teacher Selected Writing Samples</p> <p><i>Being a Writer</i>, Social Rubric and Fall Individual Writing Assessment</p>	<p><i>Being a Writer</i>, Unit 1 – The Writing Community</p> <p><i>Being a Writer</i>, Unit 2 – Getting Ideas</p> <p>Narrative writing materials</p> <p>StoryTown Grammar Practice</p>

<p><b>WRITING</b> <b>(cont.)</b></p>	<p>awareness and spelling conventions.</p> <p><b>CC.1.4.1.T *</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>CC.1.4.1.X *</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>			
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## First Grade ELA Curriculum Map Trimester #1

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<b>SPEAKING AND LISTENING</b>	<p><b>CC.1.5.1.A</b> * Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.1.C</b> * Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>CC.1.5.1.E</b> * Produce complete sentences when appropriate to task and situation.</p> <p><b>CC.1.5.1.F</b> * Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	<p>Oral Speaking Fluency</p> <p>Listening Critically</p> <p>Respond Appropriately</p> <p>Ask and Answer Questions</p> <p>Ask Questions to Clarify Information</p> <p>Use Illustrations to Clarify Information</p>	<p>Included, but not limited to:</p> <p>Teacher Evaluations/Checklists</p> <p>Peer Feedback</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p><i>StoryTown – Big Book of Poems and Rhymes</i></p> <p>Responsive Classroom – Morning Meetings</p> <p>Reader’s Theater</p>

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**First Grade ELA Curriculum Map Trimester #2**

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>FOUNDATIONAL SKILLS</b> <b>(Phonological Awareness)</b></p>	<p><b>CC.1.1.1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul>	<p>Phonemes:</p> <p>Phoneme Blending</p> <p>Phoneme Segmentation</p> <p>Phoneme Deletion</p> <p>Phoneme Substitution</p>	<p>Including, but not limited to:</p> <p>Teacher observation</p> <p>PAST</p> <p>Teacher made assessments/checklists</p> <p>DIBELS progress monitoring</p>	<p>Select from:</p> <p>StoryTown Themes 3 and 4</p> <p>Word Sorts</p> <p>StoryTown Student Practice Books</p> <p>Reader’s Theater</p> <p>StoryTown – <i>Big Book of Poems and Rhymes</i></p>
<p><b>(Phonics and Word Recognition)</b></p>	<p><b>CC.1.1.1.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Identify common consonant digraphs, final e, and common vowel teams.</li> <li>Decode one and two-syllable words with common patterns.</li> </ul>	<p>Short Vowels (e, u)</p> <p>Long Vowels (ow, oa)</p> <p>Initial Blends (l, s, r)</p> <p>Digraphs (th, sh, wh, ch, tch, qu)</p>		

<p><b>(Phonics and Word Recognition)</b> <b>(cont.)</b></p>	<ul style="list-style-type: none"> <li>• Read grade level words with inflectional endings.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<p>Diphthong (-ng)</p> <p>Contraction (“ll)</p> <p>R-Controlled Vowels</p> <p>Compound Words</p> <p>Inflectional Endings (-s, -ed, -ing, -er, -est)</p> <p>Syllable (-le)</p>	<p>Including, but not limited to:</p> <p>Teacher observation</p> <p>PAST</p> <p>Teacher made assessments/checklists</p> <p>DIBELS progress monitoring</p>	<p>Select from:</p> <p>StoryTown Themes 3 and 4</p> <p>Word Sorts</p> <p>StoryTown Student Practice Books</p> <p>Reader’s Theater</p> <p>StoryTown – <i>Big Book of Poems and Rhymes</i></p>
<p><b>(Fluency)</b></p>	<p><b>CC.1.1.1.E</b></p> <p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Accuracy</p> <p>Punctuation</p> <p>Expression</p> <p>Phrasing</p> <p>Intonation</p> <p>Reading Rate</p>		

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<p><b>READING INFORMATIONAL TEXT (cont.)</b></p>	<p><b>CC.1.2.1.J *</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p><b>CC.1.2.1.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.</p>			
<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B *</b> Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C *</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>CC.1.3.1.D</b> Identify who is telling the story at various points in a text.</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CC.1.3.1.G *</b> Use illustrations and details in a story to describe characters, setting, or events.</p>	<p>Compare and Contrast</p> <p>Plot</p> <p>Setting</p> <p>Theme</p> <p>Main Ideas and Details</p> <p>Making Inferences</p> <p>Sequence</p> <p>Author’s Purpose</p> <p>Author’s Point of View</p> <p>Summarize</p> <p>Vocabulary Development</p> <p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chose Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team</p> <p>AR Quizzes</p>	<p>Select from:</p> <p>StoryTown Themes 3 and 4</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>

<p><b>READING LITERATURE (cont.)</b></p>	<p><b>CC.1.3.1.H</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>CC.1.3.1.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.</p> <p>CC.1.3.1.J * Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p>Compare and Contrast</p> <p>Plot</p> <p>Setting</p> <p>Theme</p> <p>Main Ideas and Details</p> <p>Making Inferences</p> <p>Sequence</p> <p>Author's Purpose</p> <p>Author's Point of View</p> <p>Summarize</p> <p>Vocabulary Development</p> <p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chose Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team</p> <p>AR Quizzes</p>	<p>Select from:</p> <p>StoryTown Themes 3 and 4</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>
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**First Grade ELA Curriculum Map Trimester #2**

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>WRITING</b></p>	<p><b>CC.1.4.1.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.1.B</b> Identify and write about one specific topic.</p> <p><b>CC.1.4.1.C</b> Develop the topic with two or more facts.</p> <p><b>CC.14.1.D</b> Group information and provide some sense of closure.</p> <p><b>CC.1.4.1.E</b> Choose words and phrases for effect.</p> <p><b>CC.1.4.1.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>	<p>Add Details to Writing</p> <p>Write Texts with a Topic and Ideas</p> <p>Develop Writing fluency</p> <p>Common and Proper Nouns</p> <p>Plural Nouns</p> <p>Possessive Nouns</p> <p>Pronouns</p> <p>Commas (dates and words in a series)</p> <p>Capitalize (proper nouns and titles)</p> <p>Capitalize and punctuate sentences</p>	<p>Included, but not limited to:</p> <p>Writing Conferences</p> <p>Student Writing</p> <p>Teacher Selected Writing Samples</p> <p><i>Being a Writer</i>, Social Rubric and Winter Individual Writing Assessment</p>	<p>Select from:</p> <p><i>Being a Writer, Unit 2 – Getting Ideas</i></p> <p><i>Being a Writer, Unit 3, Telling More</i></p> <p><i>Being a Writer, Unit 4, Stories About Me</i></p> <p>Informative/Explanatory Writing</p> <p>StoryTown Grammar Practice</p>

<p><b>WRITING</b> (cont.)</p>	<p>CC.1.4.1.T * Use guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing</p> <p><b>CC.1.4.1.V</b> Participate in individual or shared research and writing projects.</p> <p><b>CC.1.4.1.W</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.1.X * Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>			
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**First Grade ELA Curriculum Map Trimester #2**

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<p><b>SPEAKING AND LISTENING</b></p>	<p>CC.1.5.1.A * Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.1.C * Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>CC.1.5.1.D</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.5.1.E * Produce complete sentences when appropriate to task and situation.</p> <p>CC.1.5.1.F * Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, or feelings.</p>	<p>Oral Speaking Fluency</p> <p>Listening Critically</p> <p>Respond Appropriately</p> <p>Ask and Answer Questions</p> <p>Ask Questions to Clarify Information</p> <p>Use Illustrations to Clarify Information</p>	<p>Included, but not limited to:</p> <p>Teacher Evaluations/Checklists</p> <p>Peer Feedback</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p><i>StoryTown – Big Book of Poems and Rhymes</i></p> <p>Responsive Classroom – Morning Meetings</p> <p>Reader’s Theater</p>

## First Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>FOUNDATIONAL SKILLS</b> <b>(Phonological Awareness)</b>	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>• Distinguish long from short vowels in spoken single-syllable words.</li> <li>• Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>	Phonemes:  Review Phoneme Blending, Segmentation, and Substitution  Phoneme Blending and Addition  Phoneme Deletion and Addition	Including, but not limited to:  Teacher Observation  Teacher Made Assessments/Checklists  PAST  DIBELS Progress Monitoring	Select from:  StoryTown Themes 5 and 6  Word Sorts  StoryTown Student Practice Books  Reader’s Theater  <i>StoryTown Big Book of Poems and Rhymes</i>
<b>(Phonics and Word Recognition)</b>	CC.1.5.1.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Identify common consonants digraphs, final e, and common vowel teams.</li> <li>• Decode one and two-syllable words with common patterns.</li> <li>• Read grade level words with inflectional endings.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	Vowel Teams  Final e  Vowel Diphthongs  Inflectional Endings (-ed, -ing, -er, -est, -es)  Contractions ('ve, ;re, 's, n;t, 'll, 'd, ;ve, 're, 't)		

## First Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>FLUENCY</b>	CC.1.1.1.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Phrasing  Expression  Punctuation  Intonation  Accuracy  Reading Rate	Including, but not limited to:  Teacher Observation  Teacher Made Assessments/Checklists  PAST  DIBELS Progress Monitoring	Select from:  StoryTown Themes 5 and 6  Word Sorts  StoryTown Student Practice Books  Reader’s Theater  StoryTown <i>Big Book of Poems and Rhymes</i>
<b>READING INFORMATIONAL TEXT</b>       <i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i>	CC.1.2.1. Identify the main idea and retell key details of text.  CC.1.2.1.B Ask and answer questions about key details in a text.  CC.1.2.1.C * Describe the connection between two individual events, ideas, or pieces of information in a text.  CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.  CC.1.2.1.F * Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Cause and Effect  Use Graphic Organizers  Summarize  Draw Conclusions  Make Inferences  Ask and Answer Questions  Main Idea and Details  Alphabetize  Vocabulary Development  Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)	Including, but not limited to:  Weekly comprehension and vocabulary tests  Grade level chose Performance Task (1 per trimester)  Grade level report card assessments  Other assessments as determined by the grade level team  AR Quizzes	Select from:  StoryTown Themes 5 and 6  Content Area Reading  Selected Paired Selections  Novels, Picture Books  Guided/Leveled Readers  Accelerated Reader

<p><b>READING INFORMATIONAL TEXT (cont.)</b></p>	<p>CC.1.2.1.G * Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.H Identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.2.1.J * Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <p>CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>Cause and Effect</p> <p>Use Graphic Organizers</p> <p>Summarize</p> <p>Draw Conclusions</p> <p>Make Inferences</p> <p>Ask and Answer Questions</p> <p>Main Idea and Details</p> <p>Alphabetize</p> <p>Vocabulary Development</p> <p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chose Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team</p> <p>AR Quizzes</p>	<p>Select from:</p> <p>StoryTown Themes 5 and 6</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>
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**First Grade ELA Curriculum Map Trimester #3**

<b>CONTENT</b>	<b>COMMON CORE STANDARDS</b>	<b>CORE GOALS/ SKILLS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i>  <i>Craft and Structure</i>  <i>Integration of Knowledge and Ideas</i>  <i>Vocabulary Acquisition and Use</i>  <i>Range of Reading</i></p>	<p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B * Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C * Describe characters, settings, and major events in a story, using key details.</p> <p><b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on wide reading or range of text types.</p> <p>CC.1.3.1.G * Use illustrations and details in a story to describe characters, settings, or events.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrase based in grade level reading and content.</p>	<p>Cause and Effect</p> <p>Recognize Story Structure</p> <p>Use Graphic Organizers</p> <p>Problem and Solution</p> <p>Summarize</p> <p>Ask and Answer Questions</p> <p>Draw Conclusions</p> <p>Making Inferences</p> <p>Story Elements</p> <p>Vocabulary Development</p> <p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chose Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team</p> <p>AR Quizzes</p>	<p>Select from:</p> <p>StoryTown Themes 5 and 6</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>

<p><b>READING LITERATURE (cont.)</b></p>	<p>CC.1.3.1.J * Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.3.1.K Read and comprehend literature in grade level, reading independently and proficiently.</p>	<p>Cause and Effect</p> <p>Recognize Story Structure</p> <p>Use Graphic Organizers</p> <p>Problem and Solution</p> <p>Summarize</p> <p>Ask and Answer Questions</p> <p>Draw Conclusions</p> <p>Making Inferences</p> <p>Story Elements</p> <p>Vocabulary Development</p> <p>Use Reading Strategies (Make predictions, monitor comprehension, make inferences, adjust reading rate)</p>	<p>Including, but not limited to:</p> <p>Weekly comprehension and vocabulary tests</p> <p>Grade level chose Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team</p> <p>AR Quizzes</p>	<p>Select from:</p> <p>StoryTown Themes 5 and 6</p> <p>Content Area Reading</p> <p>Selected Paired Selections</p> <p>Novels, Picture Books</p> <p>Guided/Leveled Readers</p> <p>Accelerated Reader</p>
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<p><b>WRITING</b></p>	<p><b>CC.1.4.1.G</b> Write opinion pieces on familiar topics.</p> <p><b>CC.1.4.1.H</b> Form an opinion by choosing among given topics.</p> <p><b>CC.1.4.1.I</b> Support the opinion with reasons related to the opinion.</p> <p><b>CC.1.4.1.J</b> Create an organizational structure that includes reasons and provides some sense of closure.</p> <p><b>CC.1.4.1.K</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.L</b> Demonstrate a grade appropriate command of the English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.1.T * With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed,</p>	<p>Select a topic</p> <p>State an opinion</p> <p>Provide reasons</p> <p>Provide a closing</p> <p>Develop writing fluency</p> <p>Declarative Sentences (simple and compound)</p> <p>Use conjunctions</p> <p>Identify and use verb tenses (present and past)</p>	<p>Including, but not limited to:</p> <p>Writing Conferences</p> <p>Student Writing</p> <p>Teacher Selected Writing Samples</p> <p><i>Being a Writer</i>, Social Rubric and Spring Individual Writing Assessment</p>	<p>Select from:</p> <p><i>Being a Writer, Unit 5- Writing Nonfiction</i></p> <p><i>Being a Writer, Unit 6- Exploring Words through Poetry</i></p> <p><i>Being a Writer, Unit 7- Revisiting the Writing Community</i></p> <p>Opinion/Argumentative Writing</p> <p>StoryTown Grammar Practice</p>

<p><b>WRITING</b> (cont.)</p>	<p><b>CC.1.4.1.U</b> With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.1.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.1.X * Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Select a topic</p> <p>State an opinion</p> <p>Provide reasons</p> <p>Provide a closing</p> <p>Develop writing fluency</p> <p>Declarative Sentences (simple and compound)</p> <p>Use conjunctions</p> <p>Identify and use verb tenses (present and past)</p>	<p>Including, but not limited to:</p> <p>Writing Conferences</p> <p>Student Writing</p> <p>Teacher Selected Writing Samples</p> <p><i>Being a Writer</i>, Social Rubric and Spring Individual Writing Assessment</p>	<p>Select from:</p> <p><i>Being a Writer, Unit 5- Writing Nonfiction</i></p> <p><i>Being a Writer, Unit 6- Exploring Words through Poetry</i></p> <p><i>Being a Writer, Unit 7- Revisiting the Writing Community</i></p> <p>Opinion/Argumentative Writing</p> <p>StoryTown Grammar Practice</p>
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<p><b>SPEAKING AND LISTENING</b></p>	<p>CC.1.5.1.A * Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.1.C * Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.5.1.E * Produce complete sentences when appropriate to task and situation.</p> <p>CC.1.5.1.F * Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	<p>Oral Speaking Fluency</p> <p>Listening Critically</p> <p>Respond Appropriately</p> <p>Ask and Answer Questions</p> <p>Ask Questions to Clarify Information</p> <p>Use Illustrations to Clarify Information</p>	<p>Included, but not limited to:</p> <p>Teacher Evaluations/Checklists</p> <p>Peer Feedback</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown – <i>Big Book of Poems and Rhymes</i></p> <p>Responsive Classroom – Morning Meetings</p> <p>Reader’s Theater</p>

<b>SPEAKING AND LISTENING</b> <b>(cont.)</b>	<b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.			
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