

## GRADE ONE ENGLISH/LANGUAGE ARTS CURRICULUM MAP

|                   | Content  | Skills  | Assessment  | Activities/Resources  |
|-------------------|--|---|---|---|
| Weeks 1-4         | Standard 1: Discussion<br>1.1<br>Standard 3: Oral<br>Presentation<br>3.2<br>Standard 4: Vocabulary and<br>Concept Development<br>4.2, 4.3<br>Standard 7: Beginning<br>Reading<br>7.4, 7.5, 7.6<br>Standard 8: Understanding a<br>Text<br>8.1, 8.2<br>Standard 23: Organizing<br>Ideas in Writing<br>23.1 | Follow rules and contribute to<br>discussion<br>Initial Consonants:<br>m,r,s,b,t,f,n,p,g,l,h,d,k,j,w,v,x,y,z<br>Phonograms: an, ap, it, ig, ot, op,<br>et, en, ug, ut<br>Naming Words (nouns)<br>What We Can Do (verbs)<br>Listen to make predictions<br>Classify<br>Identify Main Idea   | Teacher Observation<br>DRA<br>Letter Identification<br>Spelling Tests                                   | Big Books<br>Thematic Literature Unit:<br>Life Cycles<br>Author Study: Eric Carle<br>Journal<br>Class Books<br>Poetry Posters<br>4-Square Classification<br>Activities            |
| <b>Weeks 5-10</b> | Standard 4: Vocabulary and<br>Concept Development<br>4.2, 4.4, 4.6<br>Standard 5: Structure and<br>Origins of Modern English<br>5.4<br>Standard 7: Beginning<br>Reading<br>7.4, 7.5, 7.6<br>Standard 8: Understanding a<br>Text<br>8.1, 8.2<br>Standard 10: Genre<br>10.1<br>Standard 14: Poetry<br>14.1 | Final Consonants: n,t,d,p,g,m,b,k,s,r<br>,f,l,x<br>Final -ck<br>Short Vowels: a, i, o, u<br>Writing a Sentence<br>Capital letters for names,<br>beginning of a sentence<br>Questions<br>Periods and Question Marks<br>Commas in Dates<br>Separate words with spaces<br>Context Clues<br>Cause/Effect<br>Make Predictions<br>Synonyms, Antonyms<br>Plurals | Teacher Observation<br>Running Records<br>DRA<br>Spelling Tests<br>Draw a Poster<br>Design a Book Cover | Big Books<br>Student Text (1.2)<br>Leveled Reading Books<br>(Predictable)<br>Echo Reading<br>Partner Reading<br>Journal<br>Class Books<br>Word Wall Activities<br>Caption Writing |

|                   | <b>Content</b>  | <b>Skills</b>   | <b>Assessment</b>   | <b>Activities/Resources</b>   |
|-------------------|---|---|---|---|
|                   | Standard 22: Standard English Conventions<br>22.2   | Inflected Endings -ing, -s<br>Read at a smooth pace<br>Read aloud expressively<br>Realistic Fiction<br>Nonfiction<br>Poetry/Rhythm and Rhyme  |   |   |
| <b>Weeks11-16</b> | Standard 1: Discussion<br>1.1<br>Standard 4: Vocabulary and Concept Development<br>4.2, 4.4, 4.8<br>Standard 5: Structure and Origins of Modern English<br>5.3<br>Standard 7: Beginning Reading<br>7.4, 7.5<br>Standard 8: Understanding a Text<br>8.1, 8.2<br>Standard 19: Writing<br>19.1<br>Standard 22:Standard English Conventions<br>22.2 | Short Vowel: e<br>Double Final Consonants<br>Initial r and l blends<br>Initial s blends<br>Initial c /s/ and g /j/<br>Final Consonant blends<br>Contractions<br>Homophones<br>-s Plurals<br>-s Verb Endings<br>Compare and Contrast<br>Capital letters for Special Titles<br>Draw Conclusions<br>Main Idea<br>Author's Purpose<br>Recall and Retell<br>Character<br>Writing a Description<br>Writing a Thank-You Card<br>Using a Glossary | Teacher Observation<br>DRA<br>Running Records<br>Spelling Tests | Big Books<br>Student Text (1.3)<br>Leveled Reading Books<br>Thematic Literature Unit:<br>Interdependence<br>Partner Reading<br>Journal<br>Character Role Play<br>Thank-You Cards<br>Listening Center<br>4_Square Writing<br>Enchanted Learning on line<br>Dictionary<br>Personal Dictionary<br>Word Wall Activities |

|                        | <b>Content</b>   | <b>Skills</b>  | <b>Assessment</b>   | <b>Activities/Resources</b>   |
|------------------------|--|--|---|---|
| <b>Weeks<br/>17-22</b> | <p>Standard 2: Questioning, Listening, and Contributing<br/>2.1</p> <p>Standard 4: Vocabulary Concept and Development<br/>4.2, 4.5, 4.7</p> <p>Standard 5: Structure and Origins of Modern English<br/>5.1, 5.2, 5.3</p> <p>Standard 7: Beginning Reading<br/>7.4, 7.5, 7.6</p> <p>Standard 8: Understanding a Text<br/>8.1, 8.2</p> <p>Standard 9: Making Connections<br/>9.1, 9.2</p> <p>Standard 10: Genre<br/>10.1</p> <p>Standard 12: Fiction<br/>12.1</p> <p>Standard 13: Nonfiction<br/>13.1, 13.2</p> <p>Standard 16: Myth, Traditional Narrative, and Classical Literature<br/>16.1, 16.2, 16.3</p> <p>Standard 19: Writing<br/>19.1</p> <p>Standard 23: Organizing Ideas in Writing<br/>23.1, 23.2</p> <p>Standard 13: Nonfiction<br/>13.1, 13.2, 13.3, 13.4, 13.5</p> | <p>Long Vowel a (CVCe)<br/>Long o (CVCe)<br/>Long I (CVCe)<br/>Long u (CVCe)<br/>Long e: ee,e<br/>Initial qu<br/>Initial Digraphs<br/>ch, th,sh, wh<br/>Final digraphs<br/>Medial Consonants<br/>-ed and -ing endings Without Spelling Changes<br/>Compound Words<br/>Plot<br/>Realism and Fantasy<br/>Setting<br/>Theme<br/>Main Idea<br/>Author's Purpose<br/>Compare and Contrast<br/>Verb: to be<br/>Contractions<br/>Following Directions<br/>Making Introductions<br/>Riddles<br/>Writing a Friendly Letter<br/>Bar Graph<br/>Table of Contents<br/>Folk Tales</p> | <p>Teacher Observation<br/>DRA<br/>Running Records<br/>IPA<br/>Spelling Tests</p> | <p>Big Books<br/>Student Text (1.4)<br/>Leveled Reading Books<br/>Author Study: Jan Brett<br/>Journal<br/>Writing Postcards<br/>Tell/Write About Family Traditions<br/>4-Square Writing<br/>Make a Riddle Book<br/>Word Wall Activities</p> |

|                               |  |   |   |  |
|-------------------------------|--|---|---|--|
| <p><b>Weeks<br/>23-28</b></p> | <p>Standard 1: Discussion<br/>1.1<br/>Standard 2: Questioning, Listening, and Contributing<br/>2.1<br/>Standard 4: Vocabulary and Concept Development<br/>4.4, 4.5<br/>Standard 6: Formal and Informal English<br/>6.1<br/>Standard 7: Beginning Reading<br/>7.4, 7.5, 7.6<br/>Standard 8: Understanding a Text<br/>8.1, 8.2<br/>Standard 10: Genre<br/>10.1<br/>Standard 11: Theme<br/>11.1<br/>Standard 12: Fiction<br/>12.1<br/>Standard 20: Consideration of Audience and Purpose<br/>20.1<br/>Standard 26: Analysis of Media<br/>26.1, 26.2</p> | <p>Long e: ea<br/>Long a: ai, ay<br/>Vowel Sounds of y ( long e, long I )<br/>Long i: igh, ie<br/>Long o: oa, ow<br/>Vowel Patterns: ew, ue<br/>Final Digraphs -ng, -nk<br/>Inflected Ending -es<br/>Plural -es<br/>Inflected ending -ed<br/>Setting<br/>Contractions<br/>Adjectives<br/>Antonyms, Homonyms<br/>Possessives<br/>Sequencing<br/>Predictions<br/>Fantasy<br/>Narrative Fiction<br/>Realistic Fiction<br/>Expository Nonfiction<br/>Poetry<br/>Writing a Description Using Supportive Details and Adjectives<br/>Reading a Map<br/>Contribute in Group Discussions</p> | <p>Teacher Observation<br/>DRA<br/>Running Records<br/>Spelling Tests</p> | <p>Big Books<br/>Student Text (1.5)<br/>Leveled Reading Books<br/>Thematic Literature Unit:<br/>Homeward Bound<br/>Journal<br/>Partner Reading<br/>Write About a Movie or Television Show<br/>Write a News Story<br/>Write an Advertisement<br/>Word Wall Activities</p> |
|-------------------------------|--|---|---|--|

|                               |  |   |   |  |
|-------------------------------|--|---|---|--|
| <p><b>Weeks<br/>29-36</b></p> | <p>Standard 3: Oral Presentation<br/>3.1, 3.2</p> <p>Standard 4: Vocabulary and<br/>Concept Development<br/>4.2, 4.4, 4.5, 4.6</p> <p>Standard 5: Structure and<br/>Origins of Modern English<br/>5.4</p> <p>Standard 6: Formal and<br/>Informal English<br/>6.1</p> <p>Standard 7: Beginning<br/>Reading<br/>7.4, 7.5, 7.6</p> <p>Standard 8: Understanding a<br/>Text<br/>8.1, 8.2</p> <p>Standard 10: Genre<br/>10.1</p> <p>Standard 11: Theme<br/>11.1</p> <p>Standard 13: Nonfiction<br/>13.4, 13.5</p> <p>Standard 17: Dramatic<br/>Literature<br/>17.1</p> <p>Standard 18: Dramatic<br/>Reading and Performance<br/>18.1</p> <p>Standard 20: Consideration<br/>of Audience and Purpose<br/>20.1</p> <p>Standard 23: Organizing<br/>Ideas in Writing<br/>23.2</p> <p>Standard 24: Research<br/>24.1</p> <p>Standard 25: Evaluating</p> | <p>r-Controlled or, ar, er, ir, ur<br/>Suffix -ly<br/>Comparative Endings -er, -est<br/>Diphthongs ou, ow, oi, oy<br/>Double Consonants<br/>Multisyllabic Words<br/>Multiple-Meaning Words<br/>'s Possessives<br/>Compound Words<br/>Pronouns<br/>Personal Pronouns<br/>Exclamations<br/>Reading Dialogue<br/>Character<br/>Plot<br/>Theme<br/>Drawing Conclusions<br/>Realism and Fantasy<br/>Give Directions<br/>Speak to Your Audience<br/>Write Stories with a Beginning,<br/>Middle, and End</p> | <p>Teacher Observation<br/>DRA<br/>Running Records<br/>Spelling Tests<br/>IPA</p> | <p>Big Books<br/>Student text (1.6)<br/>Leveled Reading Books<br/>Journal<br/>Readers Theatre<br/>Videotape or audio tape<br/>plays<br/>Kid Pix Slide Show<br/>Author's Circle<br/>Book Shares</p> |
|-------------------------------|--|---|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | Writing and Presentations<br>25.1<br>Standard 27:Media<br>Production<br>27.1 |  |  |  |
|  | 2<br>7<br>.<br>1   |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|