

1st Grade ELA Curriculum Map revised 2024

Standard: Writing		First Grade
<p>1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.</p> <p>1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.</p> <p>1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</p> <p>1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).</p> <p>1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p> <p>1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.</p>		
Writing Skills: Ongoing Throughout the Year		
<p>*Stronger Focus On Narrative Writing First Trimester</p> <ul style="list-style-type: none"> • Write with a specific purpose in mind • Draw a picture or a series of pictures and tell or write about them • Use simple words that show the passage of time (then, after) • Explain one’s thoughts and feelings about an experience or event • Provide some descriptive details to make the story more interesting • Tell events in order that they occurred in personal narratives • Write a story that has a beginning and includes details • Stay focused on a topic • Reread and revise writing to check meaning, language, structure, and appropriate word use • Create a response to a text, author, theme, or personal experience (eg, poem, dramatization, art work, or other) 	<p>*Stronger focus on Informative/Explanatory Writing Second Trimester</p> <ul style="list-style-type: none"> • Write with a specific purpose in mind • Provide some descriptive details to make the story more interesting • Select interesting information to include in a piece of writing • Write a story that has a beginning and ending or an informational text that has introductory and summary sentences • Select information that will support the topic • Reread and revise writing to check meaning, language, structure, and appropriate word use • Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics 	<p>*Stronger focus on Opinion Writing Third Trimester</p> <ul style="list-style-type: none"> • Provide evidence from the text or from personal experience to support written statements about a text • Express opinions (interesting, funny, exciting) about texts • Formulate opinions about authors and illustrators and state in writing the basis for those opinions • Write with a specific purpose in mind • Include facts, details, and reasons to support opinion • Write an engaging beginning and a closing sentence • Express opinions about a theme or topic • Reread and revise writing to check meaning, language, structure, and appropriate word use
Writing Assessments/Expectations		
<p>First Trimester</p> <ul style="list-style-type: none"> • Topic Sentence • Supporting Detail • A minimum of two complete sentences that are related to an assigned topic with details. <p>*With a strong focus on a Narrative (3W3)</p>	<p>Second Trimester</p> <p><u>Paragraph</u></p> <ul style="list-style-type: none"> • Topic Sentence • Three Supporting Sentences • Concluding Sentence <p>*Topic or Concluding Sentence</p> <p>*With a strong focus on Informative/Explanatory (3W2)</p>	<p>Third Trimester</p> <p><u>Basic Paragraph</u></p> <ul style="list-style-type: none"> • Topic Sentence <ul style="list-style-type: none"> • State Your Opinion • Three Detail Sentences • Concluding Sentence <ul style="list-style-type: none"> • Restate Your Opinion <p>*With a strong focus on writing an argument to support a claim (3W1)</p>

Standard: Phonics, Spelling, Word Study

First Grade

1RF1: Demonstrate an understanding of the organization and basic features of print.

- **1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- **1RF2a: Count, blend and segment single syllable words that include consonant blends.**
- **1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.**
- **1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.**

1RF3: Know and apply phonics and word analysis skills in decoding words.

- **1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).**
- **1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).**
- **1RF3c: Decode regularly spelled one-syllable words.**
- **1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.**
- **1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.**
- **1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).**
- **1RF3g: Read most common high-frequency words by sight.**

Beginning of First Trimester- Review Kindergarten skills:

- Understand and demonstrate that one spoken word matches one group of letters
- Recognize letters and state their names
- Recognize and point to uppercase letters and lowercase letters: e.g., B, b
- Hear and say rhyming words: e.g., new, blue
- Hear and generate rhyming words: e.g., a bug in a ____ (hug, jug, mug, rug)
- Hear, say, and clap syllables: e.g., farm, be/fore, a/ni/mal
- Blend syllables: e.g.: let/ter, letter
- Hear and divide onsets and rimes: e.g., m-en, bl-ack
- Blend onsets with rimes: e.g., /a/ /t/
- Hear and say three phonemes in a word: e.g., /r/ /u/ /n/
- Add a phoneme to the beginning of a word: e.g., /s/ + it = sit
- Change the beginning phoneme to make a new word: e.g., not, hot (change /n/ to /h/)
- Change the ending phoneme to make a new word: e.g., his, him, (change /s/ to /m/)
- Recognize and use beginning consonant sounds and the letters that represent them
- Understand and talk about the fact that some letters represent vowel sounds
- Recognize and use the consonant-vowel-consonant (CVC) pattern: e.g., cap, get, pig, got, but
- Read and write high frequency words

Phonics, Spelling, Word Study: Ongoing Throughout the Year

Phonics

- Understand the organization and basic features of print and in a sentence
- Divide a word into phonemes: e.g., no, /n/ /l/
- Hear and say the beginning phoneme in a word: e.g., sun, /s/
- Hear and say the ending phoneme in a word: e.g., bed, /d/
- Hear and say the middle phoneme in a word with three phonemes: e.g., fit, /i/
- Blend three or four phonemes in a word: e.g., /n/ /e/ /s/ /t/, nest
- Recognize and say consonant clusters that blend two or three consonant sounds (onsets): bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu; scr, spl, spr, squ, str
- Hear and identify long vowel sounds in words and the letters that represent them
- Contrast short and long vowel sounds in words: e.g., at/ate, pet/Pete, bit/bite, hop/hope, cut/cute
- Blend syllables: e.g., let/ter, letter
- Divide words into syllables: e.g., never, nev/er
- Recognize and say consonant clusters that represent one sound at the beginning of a word: e.g., change, phone, shall, thirty, where
- Recognize and use long vowel sounds in words with silent e (CVC): e.g., late, Pete, pine, robe, cibe
- Read and write high-frequency words
- Recognize and use the ending -s when making a verb agree with its subject: e.g., cats run/cat runs; they jump/she jumps, dogs play/dog plays
- Understand and talk about the fact that the ending -ed when forming the past tense of a verb can represent several different sounds: e.g., closed, added, walked
- Recognize the sequence of letters and the sequence of sounds to read a word or word part
- Take apart a compound word to read two smaller words: e.g., birthday, birth, day; everywhere, every, where; sidewalk, side, walk

Standard: Knowledge of Language (Grammar)/Vocabulary Acquisition and Use

Anchor Standard L.1, L.2 (NYS Next Gen ELA Appendix A) *Students are expected to know and use the skills by the end of second grade.

- Print upper- and lowercase letters in their name
- Print all upper- and lowercase letters
- Use frequently occurring nouns and verbs
- Use common, proper, and possessive nouns
- Use collective nouns (e.g., group)
- Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump)
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions (e.g., to, from, in, out, ose personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- Use reflexive pronouns (e.g., myself, ourselves)
- Use verbs → 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)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
- Use frequently occurring adjectives
- Use adjectives or adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so because)
- Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie)
- Attempt to write symbols or letters to represent words
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy)

Grammar

- Use nouns, pronouns, adjectives, verbs, adverbs,
- prepositions, and conjunctions
- Write in past tense: e.g., he asked a question
- Write in present tense: e.g., he asks a question
- Write in future tense: e.g., he will ask a question
- Use conventional sentence structure (noun + verb)
- Use a capital letter for the first word of a sentence
- Use a capital letter at the beginning of a familiar proper noun
- Use periods, exclamation marks, and question marks as end marks
- Spell high-frequency words conventionally and reflect spelling in final drafts
- Attempt unknown words using known word parts and letter sound knowledge
- Construct phonetic spellings that are readable
- Recognize and use nouns
- Recognize and use pronouns (simpler will be learned before more complex)
- Recognize and use adjectives
- Recognize and use common verb tenses
- Recognize and use the past tense of regular verbs, which add -ed to the end of a base word: e.g., helped, asked, played; liked, lived; stopped, fitted; cried, tried
- Understand the functions of capital letters and use capitalization correctly

- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Consult reference materials as needed to check and correct spellings
- Recognize and name end punctuation
- Use end punctuation for sentences
- Capitalize the first letter of their name
- Capitalize the first word in a sentence and the pronoun I
- Capitalize dates and names of people
- Capitalize names, places, and holidays
- Use commas in dates and to separate single words in a series
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and frequently occurring possessives

- Understand the functions of marks of punctuation and use punctuation correctly

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

- **1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.**
- **1L4b: Use frequently occurring affixes as a clue to the meaning of a word.**
- **1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

1L5: Demonstrate an understanding of word relationships and nuances in word meanings.

- **1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**
- **1L5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).**
- **1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).**
- **1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.**

1L6: 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 (e.g., because).

Standard: Reading Literary and Informational

First Grade

1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)

1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)

1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL) Craft and Structure

1R4: Identify specific words that express feelings and senses. (RI&RL)

1R5: Identify a variety of genres and explain the major differences between literary texts and informational texts. (RI&RL)

1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL) Integration of Knowledge and Ideas

1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)

1R9: Make connections between self and text (texts and other people/ world). (RI&RL)

Reading Skills: Ongoing Throughout the Year

- Refer to important information and details and use as evidence in discussion to support opinions and statements
- Identify main topic or idea in a text and retell important details
- Recall important details about characters, settings, and major events in a story or pieces of information in a variety of genres
- Understand the setting for a story and infer why it is important
- Infer the writer's purpose and message
- Talk about characters' feelings based on inferences from poems, pictures and text, especially dialogue
- Summarize the story including plot events, problem, resolution, and characters

- Predict events of the plot, behavior of characters, and the ending of a story based on understanding of the setting, problem, and characters
- Talk about what is learned from the characters, the problem, and the resolution of the problem
- Notice aspects of the setting from the text and pictures and make inferences about setting to help understand the story
- Understand that there are different types of texts and that you can notice different things about them
- Understand that fiction stories are imagined
- Notice a writer's use of descriptive language, including invented words and other playful forms
- Notice and understand the meaning of words that add action, sound, humor, or emotion across genres
- Recognize some characteristics of genres of fiction (e.g., realistic fiction, traditional literature, animal fantasy) and nonfiction (e.g., simple factual text) in easy, brief plays and readers' theater scripts
- Understand words such as I, me, and we that may signal the narrator of the text (point of view)
- Infer a character's traits from story events and illustrations
- Infer characters' intentions, feelings, and motivations using text and pictures
- Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text
- Make connections between texts and an illustration that supports interpretation, enhances enjoyment, or sets a mood
- Make connections among texts on the same topic or with similar content
- Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension

Standard: Reading Fluency

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

- **1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.**
- **1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Fluency Skills: Ongoing throughout the year

- Use memory of repeating language patterns to monitor accuracy and self-correct
- Use phrasing, pausing, word stress with intonation when reading in unison
- With group support, read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, and rate
- Mimic the teacher's expression when reading texts in chorus, and reflect that expression when reading the same text individually
- Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually
- When reading individually or in unison with others (with teacher support), adjust the voice to reflect aspects of the text: e.g., humor, surprise, suspense, sadness
- Sometimes reread a word or phrase to self-monitor or self-correct
- Use multiple sources of information (visual information in print, meaning/pictures, graphics, language structure) to monitor and self correct
- Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy
- Read orally with appropriate phrasing, pausing, intonation, word stress, and rate

Standard: Speaking and Listening

First Grade

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

- **1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.**
- **1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
- **1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.**
- **1SL1d: Consider individual differences when communicating with others.**

1SL2: Develop and answer questions about key details in diverse texts and formats.

1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.

1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas clearly.

1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Reading Skills: Ongoing Throughout the Year

Ongoing Reading Comprehension Strategies

- Notice and ask questions when meaning is lost or understanding is interrupted
- Tell what happened in a text after hearing it read
- Check understanding of the plot of the story and ask questions if meaning is lost
- Include the problem and its resolution in telling what happened in a text
- Tell the important information in a text after hearing it read
- Identify and discuss interesting information in a text
- Listen to and speak to a partner about a given idea, and make a connection to the partner's idea
- Ask and answer questions to deepen understanding of a text about stories, poems, songs, and informational texts that are read aloud
- Ask questions to clarify unknown words heard while actively listening
- Use courteous conversational conventions: e.g., please, thank you, greetings
- Enter a conversation appropriately
- Refrain from speaking over others
- Sustain a conversation with others: e.g., teachers, family, peers
- Take turns when speaking
- Demonstrate respectful listening behaviors
- Follow a topic and add to discussion with comments on the same topic
- Listen and respond to a partner by agreeing or disagreeing and explaining reasons
- Provide at least one reason for agreement with an idea or an opinion
- Explain and describe people, events, places, and things in a story
- Recall stories including events, characters, problems
- Describe similarities and differences among people, places, events and things
- Express and reflect on their own feelings and recognize the feelings of others
- Have a topic, story, or response in mind before starting to speak
- Present ideas and information in a logical sequence
- Speak to one topic at a time, and stay on topic
- Use props, images, or illustrations to extend the meaning of a presentation

- Sight Words
- Key Ideas & Details
- Main Topic/Central Idea (1R1)
- Character Development
- Text Structure
- Nonfiction Text Features
- Point of View (1R6)
- Text to Self - Text to Text - Text to World (1R9)
- Multiple Meaning Words
- Context Clues
- Root Words
- Compound Words
- Fact & Opinion
- Making Inferences
- Compare & Contrast
- Sequencing
- Cause & Effect
- Drawing Conclusions
- Story Elements (1R3 and 1R7)
- Author's Purpose
- Character Traits
- Problem/Solution
- Synonyms/Antonyms
- Retelling (1R1)
- Summarizing
- Genre (1R5)

Assessments

- **STAR**
- **Foundations**
- **Writing Assessments (baseline and each trimester)**
- **Teacher Assessments**
- **Informal Assessments**
- **F & P (Fall/Winter/Spring)**
- **F& P Sight Words**