

Grade Level: First		School: Brookfield Elementary
Subject: Language Arts		Date: March 2014 (updated)
<h1>SEPTEMBER</h1>		<p><b>Anchor Standards for Reading</b>                      Key Ideas and Details                      Craft and Structure                      Integration of Knowledge and Ideas                      Range of Reading and Level of Text Complexity</p> <p><b>Anchor Standards for Writing</b>                      Text Types and Purposes                      Production and Distribution of Writing                      Research to Build and Present Knowledge                      Range of Writing                      Comprehension and Collaboration</p> <p><b>Anchor Standards for Speaking and Listening</b>                      Presentation of Knowledge and Ideas                      Conventions of Standard English</p> <p><b>Anchor Standards for Language</b>                      Knowledge of Language                      Vocabulary Acquisition and Use.</p>
<b>Standards</b>	<b>Resources</b>	<b>Assessments</b>
<p><b>Reading Foundational Skills</b>  <b>Print Concepts</b>                      1. Demonstrate understanding of the organization and basic features of print.                          a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>CCSS ELA Model Curriculum                       Open Court Reading Series</p>	<p>Observations, oral assessments                       ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)                       Journal Writing                       State Diagnostic Test Screener</p>
<b>Phonological Awareness</b>	CCSS ELA Model Curriculum	DIBELS testing

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<p>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>c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Open Court Reading Series</p> <p><u>OC Phonics Skills</u> <u>MCP Phonics</u></p>	<p>DIBELS progress monitoring</p> <p>Gates-MacGinitie Reading Assessment</p> <p>Observations, oral assessments</p> <p>Star Early Literacy</p> <p><u>OC Phonics Skills</u> <u>MCP Phonics</u></p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>OC Phonics Skills</u> <u>MCP Phonics</u></p>	<p><u>OC Phonics Skills</u> <u>MCP Phonics</u></p> <p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Ask and answer questions about key details in a text.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series Classroom collection of trade books</p>	<p>Observations, oral assessments Surveys, checklists, written assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series Classroom collection of trade books</p>	<p>Observations, oral assessments Surveys, checklists, written assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series Classroom collection of trade books Collection of poems and nursery rhymes</p>	<p>Observations, oral assessments Surveys, checklists, written assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b>  Key ideas and details 1. Ask and answer questions about key details in a text.</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series <u>Scholastic News</u> <u>National Geographic Young Explorer</u> Classroom collection of trade books</p>	<p>Observations, oral assessments  Surveys, checklists, written assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p>2. Identify the main topic and retell key details of a text.</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series <u>Scholastic News</u> <u>National Geographic Young Explorer</u></p>	<p>Observations, oral assessments Surveys, checklists, written assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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	Classroom collection of trade books	
<p><b>Craft and Structure</b> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments Surveys, checklists, written assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments Surveys, checklists, written assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments Surveys, checklists, written assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Writing:</b> <b>Research to Build Knowledge</b> 8. With guidance and support from adults, recall information from</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p>	<p>Observations, oral assessments Surveys, checklists, written assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p>experiences or gather information from provided sources to answer a question.</p>	<p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p> <p>Daily journal writing</p> <p>Writing workshop</p>	
<p><b>Speaking and Listening: Comprehension and Collaboration</b></p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>5. Add drawings or other visual displays to</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p>descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p> <p>Daily journal writing</p> <p>Writing workshop</p>	
<p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Language Conventions of Standard English</b>          1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.              a. Print all upper- and lowercase letters.              e. Use verbs to convey a sense of past, present, and future</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Vocabulary Acquisition and Use</b>          5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.              a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Evan-Moor Word a Day</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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Grade Level: First	School: Brookfield Elementary
Subject: Language Arts	Date: March 2014 (updated)
	Anchor Standards for Reading Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas

<h1>OCTOBER</h1>		<p>Range of Reading and Level of Text Complexity</p> <p><b>Anchor Standards for Writing</b>  Text Types and Purposes  Production and Distribution of Writing  Research to Build and Present Knowledge  Range of Writing  Comprehension and Collaboration</p> <p><b>Anchor Standards for Speaking and Listening</b>  Presentation of Knowledge and Ideas  Conventions of Standard English</p> <p><b>Anchor Standards for Language</b>  Knowledge of Language  Vocabulary Acquisition and Use.</p>
<b>Content Standards</b>	<b>Resources</b>	<b>Assessments</b>
<p><b>Reading Foundational Skills:</b>  <b>Phonological Awareness</b>  b. orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u></p> <p><u>MCP Phonics</u></p>	<p>DIBELS progress monitoring</p> <p>Observations, oral assessments</p>
<p><b>Reading: Foundational Skills</b>  <b>Phonological Awareness</b>  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  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>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u></p> <p><u>MCP Phonics</u></p>	<p>DIBELS progress monitoring</p> <p>OC <u>Phonics Skills</u></p> <p><u>MCP Phonics</u></p> <p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Phonics and Word Recognition</b></p>	<p>CCSS ELA Model Curriculum</p>	<p>DIBELS testing</p>



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<p>g. Recognize and read grade-appropriate irregularly spelled words.</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>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u></p> <p>MCP <u>Phonics</u></p>	<p>DIBELS progress monitoring</p> <p>OC <u>Phonics Skills</u></p> <p>MCP <u>Phonics</u></p> <p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>Continue Standards 1, 2, 3</p>		
<p><b>Craft and Structure</b></p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p> <p>Collection of poems and nursery rhymes</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p>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>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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	<u>National Geographic Young Explorer</u> <u>Scholastic News</u>	
<b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	CCSS ELA Model Curriculum Open Court Reading Series Classroom collection of trade books Collection of poems and nursery rhymes <u>National Geographic Young Explorer</u> <u>Scholastic News</u>	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
<b>Reading: Informational Text Key Ideas and Details</b> Continue from Sept. Standards 1, 2	Key Ideas and Details	
<b>Craft and Structure</b> Continue Standards 4, 7		
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> Classroom collection of trade books	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
<b>Writing: Research to Build Knowledge</b> Continue from September		

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<p><b>Speaking and Listening:</b> Continue Standards 1a, 2, 6</p>		
<p><b>Language</b> <b>Conventions of Standard English</b> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>CCSS ELA Model Curriculum  Open Court Reading Series  Daily journal writing  Writing workshop  Evan-Moor Grammar and Punctuation</p>	<p>Observations, oral assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)  Evan-Moor Grammar and Punctuation</p>

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Subject: Language Arts	Date: March 2014 (updated)
<p><b>NOVEMBER</b></p>	<p>Anchor Standards for Reading Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity</p> <p>Anchor Standards for Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge</p>

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	<p>Range of Writing Comprehension and Collaboration</p> <p>Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas Conventions of Standard English</p> <p>Anchor Standards for Language Knowledge of Language Vocabulary Acquisition and Use</p>	
<b>Content Standards</b>	<b>Resources</b>	<b>Assessments</b>
<p><b>Reading Foundational Skills</b> <b>Phonological Awareness</b> Continue Standards 2.a, b, c, d</p>		
<p><b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs c. Know final -e and common vowel team conventions for representing long vowel sounds. Continue Standards 3d, 3g</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>OC Phonics Skills</u></p> <p><u>MCP Phonics</u></p> <p><u>Reading A-Z</u></p>	<p>DIBELS progress monitoring</p> <p><u>OC Phonics Skills</u></p> <p><u>MCP Phonics</u></p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p> <p>Evan-Moor Daily Comprehension</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p> <p>Evan-Moor Daily Comprehension</p>
<p><b>Reading: Literature</b></p>	<p>CCSS ELA Model Curriculum</p>	<p>Observations, oral assessments</p>

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<p><b>Craft and Structure</b></p> <p>Continue Standards 4, 5</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>Open Court Reading Series</p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p> <p>Collection of poems and nursery rhymes</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text Key Ideas and Details</b></p> <p>Continue Standards 1, 2</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Writing Text Types and Purposes</b></p> <p>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</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Daily journal writing</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p>opinion, and provide some sense of closure.</p> <p>Continue Standard 8</p>	<p>Writing workshop</p>	
<p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p>Continue Standards 1a, 2</p> <p>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>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Language Conventions of Standard English</b></p> <p>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.</p> <p>e. Use verbs to convey a sense of past, present, and future</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>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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Subject: Language Arts	Date: March 2014 (updated)
<b>DECEMBER</b>	<b>Anchor Standards for Reading</b> Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity  <b>Anchor Standards for Writing</b> Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Comprehension and Collaboration  <b>Anchor Standards for Speaking and Listening</b> Presentation of Knowledge and Ideas

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	<p>Conventions of Standard English</p> <p>Anchor Standards for Language                  Knowledge of Language                  Vocabulary Acquisition and Use</p>	
Content Standards	Resources	Assessments
<p><b>Reading: Foundational Skills</b>  <b>Phonological Awareness</b>                  2. Demonstrate understanding of spoken words, syllables, and sounds                  Continue Standards a, b, c, d</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u>  <u>MCP Phonics</u></p>	<p>DIBELS progress monitoring</p> <p>OC <u>Phonics Skills</u>  <u>MCP Phonics</u></p> <p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>
<p><b>Phonics and Word Recognition</b>                  3. Know and apply grade-level phonics and word analysis skills in decoding words.                  f. Read words with inflectional endings                  Continue Standards 3a, b, c, d, e, g</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u>  <u>MCP Phonics</u></p>	<p>DIBELS progress monitoring</p> <p>OC <u>Phonics Skills</u>  <u>MCP Phonics</u></p> <p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>
<p><b>Fluency</b>                  Continue Standards 4a, b</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u>  <u>MCP Phonics</u></p> <p>Classroom collection of trade books</p> <p>Collection of poems and nursery rhymes</p>	<p>DIBELS progress monitoring</p> <p>OC <u>Phonics Skills</u>  <u>MCP Phonics</u></p> <p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>



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	<u>Reading A-Z</u>	
<p><b>Reading: Literature</b>  <b>Range of Reading and Level of Text Complexity</b>            10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p> <p>Collection of poems and nursery rhymes</p> <p><u>Reading A-Z</u></p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>            Continue Standards 1, 2, 3</p>		
<p><b>Craft and Structure</b>            Continue Standards 4, 6</p>		
<p><b>Writing</b>  <b>Text Types and Purposes</b>            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>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Speaking and Listening</b>  <b>Presentation of Knowledge and Ideas</b>            4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

Grade Level: First	School: Brookfield Elementary
Subject: Language Arts	Date: March 2014 (updated)
<p style="text-align: center;"><b>JANUARY</b></p>	<p><b>Anchor Standards for Reading</b> Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity</p> <p><b>Anchor Standards for Writing</b> Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Comprehension and Collaboration</p> <p><b>Anchor Standards for Speaking and Listening</b> Presentation of Knowledge and Ideas Conventions of Standard English</p>

		Anchor Standards for Language Knowledge of Language Vocabulary Acquisition and Use
Content Standards	Resources	Assessments
<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b></p> <p>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>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>Classroom collection of trade books</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Foundational Skills</b> <b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds.</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 including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words..</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u></p> <p><u>MCP Phonics</u></p> <p>Daily classroom discussions</p> <p><u>Reading A-Z</u></p>	<p>DIBELS testing</p> <p>DIBELS progress monitoring</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Foundational Skills</b> <b>Phonics and Word Recognition</b></p>	<p>CCSS ELA Model Curriculum</p>	<p>DIBELS testing</p> <p>DIBELS progress monitoring</p>

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<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p> <p><b>c.</b> Know final -e and common vowel team conventions for representing long vowel sounds</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>f.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>g.</b> Read words with inflectional endings.</p> <p><b>h.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u></p> <p>MCP <u>Phonics</u></p> <p><u>Reading A-Z</u></p>	<p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p>OC <u>Phonics Skills</u></p> <p>MCP <u>Phonics</u></p> <p><u>Reading A-Z</u></p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p>	<p>DIBELS testing</p> <p>DIBELS progress monitoring</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

Grade Level: First	School: Brookfield Elementary
Subject: Language Arts	Date: March 2014 (updated)
<h1>FEBRUARY</h1>	<p><b>Anchor Standards for Reading</b>                      Key Ideas and Details                      Craft and Structure                      Integration of Knowledge and Ideas                      Range of Reading and Level of Text Complexity</p> <p><b>Anchor Standards for Writing</b>                      Text Types and Purposes                      Production and Distribution of Writing                      Research to Build and Present Knowledge                      Range of Writing                      Comprehension and Collaboration</p> <p><b>Anchor Standards for Speaking and Listening</b>                      Presentation of Knowledge and Ideas                      Conventions of Standard English</p> <p><b>Anchor Standards for Language</b>                      Knowledge of Language                      Vocabulary Acquisition and Use</p>

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Content Standards	Resources	Assessments
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>                      1. Ask and answer questions about key details in a text.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p>3. Describe characters, settings, and major Events in a story, using key details.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p><b>Integration of Knowledge and Ideas</b>                      7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>Reading A-Z</u></p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>

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	Classroom collection of trade books	
<p><b>Range of Reading and Level of Text Complexity</b>            10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	CCSS ELA Model Curriculum Open Court Reading Series <u>Reading A-Z</u> Classroom collection of trade books Collection of poems and nursery rhymes	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
<p><b>Reading: Informational Text Craft and Structure</b>            4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	CCSS ELA Model Curriculum Open Court Reading Series <u>Reading A-Z</u> <u>National Geographic Young Explorer</u> <u>Scholastic News</u> Classroom collection of trade books	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)

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<p>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>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>National Geographic Young Explorer</u>  <u>Scholastic News</u>  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>National Geographic Young Explorer</u>  <u>Scholastic News</u>  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b>  <b>Range of Reading and Level of Text Complexity</b>                      10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>National Geographic Young Explorer</u>  <u>Scholastic News</u>  <u>Reading A-Z</u>                      Classroom collection of trade books</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p><b>Writing</b></p>	<p>CCSS ELA Model Curriculum</p>	<p>Observations, oral assessments</p>



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<p><b>Text Types and Purposes</b>                  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>Daily classroom discussions                  Daily journal writing                  Writing workshop</p>	<p>ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>
<p><b>Research to Build Knowledge</b>                  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>CCSS ELA Model Curriculum                  Daily classroom discussions                  Daily journal writing                  Writing workshop</p>	<p>Observations, oral assessments                  ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>
<p><b>Speaking and Listening                  Comprehension and Collaboration</b>                  1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.                  a. Follow agreed-upon rules for discussions                  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.                  c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>CCSS ELA Model Curriculum                  Daily classroom discussions                  Daily journal writing                  Writing workshop</p>	<p>Observations, oral assessments                  ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>
<p><b>Language                  Conventions of Standard English</b>                  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>CCSS ELA Model Curriculum                  Daily classroom discussions                  Daily journal writing                  Writing workshop</p>	<p>Observations, oral assessments                  ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>

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<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  c. Use commas in dates and to separate single words in a series.</p>	<p>CCSS ELA Model Curriculum                  Daily classroom discussions                  Daily journal writing                  Writing workshop</p>	<p>Observations, oral assessments                  ELA packet 1<sup>st</sup> Grade Assessments                  (collaboratively produced by grade level team)</p>

Grade Level: First		School: Brookfield Elementary
Subject: Language Arts		Date: March 2014 (updated)
<h1>MARCH</h1>		<p><b>Anchor Standards for Reading</b>                      Key Ideas and Details                      Craft and Structure                      Integration of Knowledge and Ideas                      Range of Reading and Level of Text Complexity</p> <p><b>Anchor Standards for Writing</b>                      Text Types and Purposes                      Production and Distribution of Writing                      Research to Build and Present Knowledge                      Range of Writing                      Comprehension and Collaboration</p> <p><b>Anchor Standards for Speaking and Listening</b>                      Presentation of Knowledge and Ideas                      Conventions of Standard English</p> <p><b>Anchor Standards for Language</b>                      Knowledge of Language                      Vocabulary Acquisition and Use</p>
<b>Content Standards</b>		<b>Resources</b>
<p><b>Reading: Literature</b>  <b>Craft and Structure</b>                      4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>		<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Collection of poems and nursery rhymes</p> <p>Classroom collection of trade books</p>
		<b>Assessments</b>
		<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>

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<p>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>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Collection of poems and nursery rhymes</p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text Integration of Knowledge and Ideas</b></p> <p>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>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b> <b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 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>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Production and Distribution of Writing</b> 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>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p><b>Speaking and Listening</b>  <b>Presentation of Knowledge and Ideas</b>                      5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>                      1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      f. Use frequently occurring adjectives.                      g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p>	<p>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.                      e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p><b>Vocabulary Acquisition and Use</b>                      6. 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., <i>because</i>).</p>	<p>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p> <p>Evan-Moor Word a Day</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>

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Grade Level: First	School: Brookfield Elementary
Subject: Language Arts	Date: March 2014 (updated)
	Anchor Standards for Reading Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity

<h1>APRIL</h1>	<p><b>Anchor Standards for Writing</b>  Text Types and Purposes  Production and Distribution of Writing  Research to Build and Present Knowledge  Range of Writing  Comprehension and Collaboration</p> <p><b>Anchor Standards for Speaking and Listening</b>  Presentation of Knowledge and Ideas  Conventions of Standard English</p> <p><b>Anchor Standards for Language</b>  Knowledge of Language  Vocabulary Acquisition and Use</p>	
<b>Content Standards</b>	<b>Resources</b>	<b>Assessments</b>
<p><b>Reading: Literature</b>  <b>Range of Reading and Level of Text Complexity</b>  10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Collection of poems and nursery rhymes</p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b>  <b>Craft and Structure</b>  6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>



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	<p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	
<p><b>Integration of Knowledge and Ideas</b> 8. Identify the reasons an author gives to support points in a text.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b> <b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 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>CCSS ELA Model Curriculum</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Production and Distribution of Writing</b> 6. With guidance and support from adults, use</p>	<p>CCSS ELA Model Curriculum</p>	<p>Observations, oral assessments</p>

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<p>a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Daily classroom discussions Daily journal writing Writing workshop</p>	<p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Speaking and Listening</b> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>CCSS ELA Model Curriculum Daily classroom discussions Daily journal writing Writing workshop</p>	<p>Observations, oral assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Language Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> Classroom collection of trade books Daily classroom discussions Daily journal writing Writing workshop</p>	<p>Observations, oral assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Vocabulary Acquisition and Use</b> 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. 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.</p>	<p>CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> Classroom collection of trade books</p>	<p>Observations, oral assessments  ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p> <p>Evan-Moor Word a Day</p>	
<p>5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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).</p> <p>c. 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., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p>Classroom collection of trade books</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p> <p>Evan-Moor Word a Day</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

<p>Grade Level: First</p>	<p>School: Brookfield Elementary</p>
<p>Subject: Language Arts</p>	<p>Date: March 2014 (updated)</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">MAY</p>	<p>Anchor Standards for Reading</p> <ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of Knowledge and Ideas</li> <li>Range of Reading and Level of Text Complexity</li> </ul> <p>Anchor Standards for Writing</p> <ul style="list-style-type: none"> <li>Text Types and Purposes</li> </ul>

First Grade ELA Curriculum Map with Learning Targets Attached at bottom

		<p>Production and Distribution of Writing                  Research to Build and Present Knowledge                  Range of Writing                  Comprehension and Collaboration</p> <p>Anchor Standards for Speaking and Listening                  Presentation of Knowledge and Ideas                  Conventions of Standard English</p> <p>Anchor Standards for Language                  Knowledge of Language                  Vocabulary Acquisition and Use</p>
Content Standards	Resources	Assessments
<p><b>Reading: Literature</b>  <b>Range of Reading and Level of Text Complexity</b>                  10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p> <p>Collection of poems and nursery rhymes</p> <p>Classroom collection of trade books</p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>
<p><b>Reading: Informational Text</b>  <b>Craft and Structure</b>                  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>CCSS ELA Model Curriculum</p> <p>Open Court Reading Series</p> <p><u>National Geographic Young Explorer</u></p> <p><u>Scholastic News</u></p> <p><u>Reading A-Z</u></p>	<p>Observations, oral assessments</p> <p>ELA packet 1<sup>st</sup> Grade Assessments (collaboratively produced by grade level team)</p>

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	Classroom collection of trade books	
<p><b>Integration of Knowledge and Ideas</b>            9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> <u>Reading A-Z</u> Classroom collection of trade books	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
<p><b>Range of Reading and Level of Text Complexity</b>            10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> <u>Reading A-Z</u> Classroom collection of trade books	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
<p><b>Writing</b>  <b>Text Types and Purposes</b>            2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> Classroom collection of trade books Daily classroom discussions Daily journal writing	Observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)

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	Writing workshop	
<p><b>Production and Distribution of Writing</b>                      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>	CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> Classroom collection of trade books Daily classroom discussions Daily journal writing Writing workshop	Assigned projects, observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
<p><b>Speaking and Listening Comprehension and Collaboration</b>                      2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	CCSS ELA Model Curriculum Open Court Reading Series <u>National Geographic Young Explorer</u> <u>Scholastic News</u> <u>Reading A-Z</u> Classroom collection of trade books Daily classroom discussions Daily journal writing Writing workshop	Assigned projects, observations, oral assessments ELA packet 1 <sup>st</sup> Grade Assessments (collaboratively produced by grade level team)
3. Ask and answer questions about what a speaker says in order to gather additional	CCSS ELA Model Curriculum	Assigned projects, observations, oral assessments

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<p>information or clarify something that is not understood.</p>	<p>Open Court Reading Series  <u>National Geographic Young Explorer</u>  <u>Scholastic News</u>                      Classroom collection of trade books                      Daily classroom discussions                      Daily journal writing                      Writing workshop</p>	<p>ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p><b>Language Vocabulary Acquisition and Use</b>                      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. c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>National Geographic Young Explorer</u>  <u>Scholastic News</u>  <u>Reading A-Z</u>                      Classroom collection of trade books                      Daily classroom discussions                      Daily journal writing                      Writing workshop</p>	<p>Observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>
<p>6. 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., <i>because</i>).</p>	<p>CCSS ELA Model Curriculum                      Open Court Reading Series  <u>National Geographic Young Explorer</u>  <u>Scholastic News</u></p>	<p>Assigned projects, observations, oral assessments                      ELA packet 1<sup>st</sup> Grade Assessments                      (collaboratively produced by grade level team)</p>

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	<p><u>Reading A-Z</u></p> <p>Classroom collection of trade books</p> <p>Daily classroom discussions</p> <p>Daily journal writing</p> <p>Writing workshop</p>	
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First Grade Language Arts Learning Targets - Common Core				
Strand	Standard Statement	Learning Target		
Reading:	1	I can ask questions about important details in a text.		RL 1-1
Literature	1	I can answer questions about important details in a text.		RL 1-2
	2	I can retell a story and include important details.		RL 2-1
	2	I can tell the central message of a story.		RL 2-2
	3	I can use details to describe characters from a story.		RL 3-1
	3	I can use details to describe the setting of a story.		RL 3-2
	3	I can use details to describe the major events in a story.		RL 3-3
	4	I can identify words or phrases in a text that relate to my senses and feelings.		RL 4-1
	5	I can explain differences between fiction and nonfiction text.		RL 5-1
	6	I can identify who is telling a story.		RL 6-1
	7	I can use illustrations to describe a story's characters.		RL 7-1
	7	I can use illustrations to describe a story's setting.		RL 7-2
	7	I can use illustrations to describe a story's main events.		RL 7-3
	8	Not applicable to literature.		

	9	I can compare and contrast the adventures of familiar characters in different stories.	RL 9-1
	10	I can read first grade stories and poems.	RL 10-1
<b>Reading:</b>	1	I can ask questions about important details in a text.	RI 1-1
<b>Informational Text</b>	1	I can answer questions about important details in a text.	RI 1-2
	2	I can identify the main topic of a text.	RI 2-1
	2	I can retell key details of a text.	RI 2-2
	3	I can describe the connection between two objects or pieces of information.	RI 3-1
	4	I can ask questions to determine or clarify the meaning of words or phrases.	RI 4-1
	4	I can answer questions to determine or clarify the meaning of words or phrases.	RI 4-2
	5	I can use various text features to locate information.	RI 5-1
	6	I can tell whether I got information from the text or from illustrations.	RI 6-1
	7	I can use illustrations to describe key details in a text.	RI 7-1
	8	I can identify the reasons an author gives to support his/her points.	RI 8-1
	9	I can identify similarities and/or differences between two texts on the same topic.	RI 9-1
	10	I can read informational text appropriate for first grade.	RI 10-1
<b>Reading</b>	1a	I can identify parts of a sentence - capitalized first word, end punctuation.	RF 1a-1
<b>Foundational Skills</b>	2a	I can tell the difference between long and short vowel sounds in spoken words.	RF 2a-1
	2b	I can blend sounds to say one syllable words.	RF 2b-1
	2c	I can pronounce the beginning sound in one syllable words.	RF 2c-1
	2c	I can pronounce the middle sound in one syllable words	RF 2c-2
	2c	I can pronounce the ending sound in one syllable words.	RF 2c-3
	2d	I can segment one syllable words into their individual sounds.	RF 2d-1

	3a	I can match a sound to the correct consonant digraph.		RF 3a-1
	3b	I can decode one-syllable words.		RF 3b-1
	3c	I can represent long vowel sounds with the most common patterns.		RF 3c-1
	3d	I can count the number of syllables in a word by realizing that each syllable has a		RF 3d-1
		vowel sound.		
	3e	I can decode two-syllable words by breaking the syllables apart.		RF 3e-1
	3f	I can read words with inflectional endings.		RF 3f-1
	3g	I can read first grade irregularly-spelled words. (sight words)		RF 3g-1
	4a	I can read first grade text with purpose and understanding.		RF 4a-1
	4b	I can read first grade text with accuracy and expression.		RF 4b-1
	4c	I can use strategies to understand unknown words.		RF 4c-1
Writing	1	I can write an opinion piece where I:		W 1-1
		a - give a topic or name of a book,		
		b - provide an opinion on the topic,		
		c - give a reason to support my opinion, and		
		d - provide some sense of closure.		
	2	I can write an informative piece where I:		W 2-1
		a - name a topic,		
		b - give some facts about the topic, and		
		c - provide some sense of closure.		
	3	I can write a narrative piece where I:		W 3-1
		a - retell about two events in order,		
		b - give some details about the events in order, and		

		c - provide some sense of closure.			
	4	Not covered in first grade.			
	5	I can respond to my peers' questions or suggestions to strengthen my writing.			W 5-1
	5	I can add details to strengthen my writing.			W 5-2
	6	I can use digital tools to produce and publish my work.			W 6-1
	7	I can participate in research projects with my classmates.			W 7-1
	8	I can use provided sources to find information.			W 8-1
	9	Not covered in first grade.			
	10	Not covered in first grade.			
Speaking & Listening	1a	I can follow class rules for discussions.			SL 1a-1
	1b	I can continue a conversation that we started the day before.			SL 1b-1
	1c	I can ask questions to clear up my confusion about a text.			SL 1c-1
	2	I can show I understand what I read, hear, and/or see by asking and answering			SL 2-1
		questions.			
	3	I can ask and/or answer a question to seek help or clarify my understanding.			SL 3-1
	4	I can describe people, places, things, and events with relevant details.			SL 4-1
	5	I can add drawings or details to a description to provide information.			SL 5-1
	6	I can use complete sentences when appropriate.			SL 6-1
Language	1a	I can print all uppercase letters.			L 1a-1
	1a	I can print all lowercase letters.			L 1a-2
	1b	I can use different types of nouns. (common, proper, possessive)			L 1b-1
	1c	I can use verbs and nouns that match tense.			L 1c-1

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	1d	I can use pronouns.				L 1d-1
	1e	I can use verbs to show past, present, and future.				L 1e-1
	1f	I can use adjectives. (describing words)				L 1f-1
	1g	I can use conjunctions. (connecting words)				L 1g-1
	1h	I can use determiners. (identifying words - a, an, the, some, many, each)				L 1h-1
	1	I can use prepositions. (position words)				L 1i-1
	1j	I can use various types of sentences.				L 1j-1
	2a	I can capitalize dates.				L 2a-1
	2a	I can capitalize names of people.				L 2a-2
	2b	I can use end punctuation.				L 2b-1
	2c	I can use commas in dates.				L 2c-1
	2c	I can use commas to separate words in a series.				L 2c-2
	2d	I can spell first grade words correctly.				L 2d-1
	2e	I can spell words I don't know by sounding them out.				L 2e-1
	3	Not covered in first grade.				
	4a	I can use context clues to figure out word meanings.				L 4a-1
	4b	I can use prefixes and/or suffixes to figure out word meanings.				L 4b-1
	4c	I can identify inflectional forms of a root word (look - looks, looked, looking).				L 4c-1
	5a	I can sort words into categories and explain what the category represents.				L 5a-1
	5b	I can define a word by its category and an attribute				L 5b-1
	5c	I can identify a real-life application of a word.				L 5c-1
	5d	I can distinguish shades of meaning among verbs & adjectives by defining, choosing, or acting them out.				L 5d-1
	6	I can use words and phrases that I learn through listening and reading.				L 6-1