

2017-18 ELA Curriculum K-1

Note: The Reading Standards: Foundational Skills and Writing Standards: Foundational Skills are not covered in this curriculum map, but they must be covered in class

August 21-25

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| <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.<ul style="list-style-type: none">a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).b. Continue a conversation through multiple exchanges. (K.SL.1) | <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<ul style="list-style-type: none">a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).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. (1.SL.1) |
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August 28-September 1

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| <ul style="list-style-type: none">• With prompting and support, ask and answer questions about key details in a text. (K.RL.1) <p>K.L.2.a Capitalize the first word in a sentence and the pronoun I.</p> | <ul style="list-style-type: none">• Ask and answer questions such as who, what, where, why, when, and how about key details in a text. (1.RL.1) |
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September 5-8

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| <ul style="list-style-type: none">• With prompting and support, ask and answer questions about key details in a text. (K.RI.1) <p>K.L.2.b Recognize and name end punctuation.
1.L.2b Use end punctuation for sentences.</p> | <ul style="list-style-type: none">• Ask and answer questions such as who, what, where, why, and how about key details in a text. (1.RI.1) |
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September 11-15

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| <p>With prompting and support, retell familiar stories, including key details. (K.RL.2)</p> <p>1.RF.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>Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. (1.RL.2)</p> |
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September 18-22

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| <ul style="list-style-type: none">• With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)• Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2) | <ul style="list-style-type: none">• Identify the main topic and retell key details of a text. (1.RI.2)• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2) |
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September 25-29

- With prompting and support, identify characters, settings, and major events in a story. **(K.RL.3)**
 - Describe characters, settings, and major events in a story, using key details. **(1.RL.3)**
 - With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.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. (1.W.3)
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K.L.1 c Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

1.L.1 j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.

October 2-6

- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **(K.RI.3)**
 - Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. **(1.RI.3)**
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K.L.1 a Use frequently occurring nouns and verbs.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1.L.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., *because*).

October 9-13

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **(K.SL.4)**
 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **(1.SL.4)**
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1.L.4.c Use sentence-level context as a clue to the meaning of a word or phrase.

October 16-20

- With prompting and support, ask and answer questions about unknown words in a text. **(K.RL.4)**
 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(1.RL.4)**
 - With prompting and support, ask and answer questions about unknown words in a text. (K.RI.4)
 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4)
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October 23-27

- Recognize common types of texts (e.g., storybooks, poems). **(K.RL.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. **(1.RL.5)**
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K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

October 30- November 3

- With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) **(K.W.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. **(1.W.1)**

K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

November 6-9

- Recognize common types of informational text; identify the front cover, back cover, and title page of a book. **(K.RI.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. **(1.RI.5)**

1.L.1e Use frequently occurring adjectives.

November 13-17

- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **(K.RL.6)**
- Identify who is telling the story at various points in a text. **(1.RL.6)**

K.L.1 b Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

November 20-21 Short Week

November 27 - December 1

- With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **(K.RI.6)**
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **(1.RI.6)**

1.L.5.b 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).

1.WF.3 c.2 With prompting and support, spell on-level two-syllable words, including: Common compound words (e.g., hotdog, mailbox).

December 4-8

- With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **(K.W.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). **(1.W.7)**

(perhaps research plays and then write about them and then write a class play?)

1.L.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops. We hop.*).

December 11-15

- Speak audibly and express thoughts, feelings, and ideas clearly. **(K.SL.6)**
 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) **(1.SL.6)**
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1.L.4.b Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1.WF.3.b.1 With prompting and support, spell on-level words with inflectional endings: Verbs with *-ing, -ed, -s*, and no change in the base word (e.g., *snowed, playing, jumps*).

December 18-21: Play Practice and Catch Up

January 8-12

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(K.SL.3)**
 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **(1.SL.3)**
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K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

January 16-19

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **(K.RL.7)**
 - Use illustrations and details in a story to describe its characters, setting, or events. **(1.RL.7)**
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1.L.1.c Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

January 22-26

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **(K.RI.7)**
 - Use the illustrations and details in a text to describe its key ideas. **(1.RI.7)**
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Perhaps begin K.W.2/1.W.2 (official focus week is February 6-10)

1.L.2.a Capitalize dates and names of people.

January 29-February 2

- Add drawings or other visual displays to descriptions as desired to provide additional detail. **(K.SL.5)**
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **(1.SL.5)**
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Perhaps begin K.W.2/1.W.2 (official focus week is February 6-10)

1.L.2.c Use commas in dates and to separate single words in a series.

February 5-9

- With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **(K.W.2)**
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **(1.W.2)**

[Suggestion: Use classroom experiments or science topics for their writing (see above standards).]

1.L.1.f Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

February 12-16

- With prompting and support, identify the reasons an author gives to support points in a text. **(K.RI.8)**
- Identify the reasons an author gives to support points in a text. **(1.RI.8)**

1.L.1.d 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*).

February 19-21- Short Week- [Catch Up]

February 26- March 2

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). **(K.W.4)**
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). **(1.W.4)**

1.L.5.d With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.

March 5-9

- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **(K.RL.9)**
- Compare and contrast the adventures and experiences of characters in stories. **(1.RL.9)**

1.WF.3.b.3 With prompting and support spelling words with inflectional endings: adjectives with *-er, -est*, and no change to the base word (e.g. slower, slowest).

March 12-16

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(K.RI.9)**
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(1.RI.9)**

K.L.1 e Produce and expand complete sentences in shared language activities

March 19-23

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- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(K.W.8)**
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(1.W.8)**
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K.L.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings

March 26-28

Short Week- [Catch Up]

April 3-6

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- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **(K.W.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. **(1.W.5)**
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1.L.4.a Use frequently occurring affixes as a clue to the meaning of a word.

1.WF.3.c. With prompting and support, spell on-level two-syllable words, including: Words that end in -y or -ly (e.g., smelly, gladly).

April 9-13

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- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **(K.W.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. **(1.W.5)**
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1.L.1.i Produce and expand complete simple and compound sentences.

April 16-20

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- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **(K.W.6)**
 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **(1.W.6)**
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1.L.1.k. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.: Write multiple sentences in an order that supports a main idea or story.

April 23-27

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- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **(K.W.6)**
 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **(1.W.6)**
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1.L.1.a Use common, proper, and possessive nouns.

April 30- May 4

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- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **(K.W.6)**
 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **(1.W.6)**
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1.L.1.g Use determiners (e.g., *articles, demonstratives*).

May 7-11

(This should obviously be happening throughout the year, but hopefully everything will be pulled together for a review and you can assess their reading and growth at this point)

- With prompting and support, actively engage in group reading activities with purpose and understanding. **(K.RL.10)**
 - With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. **(1.RL.10)**
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K.L.1 d Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

1.L.1.h Use frequently occurring prepositions (e.g., *during, beyond, toward*).

May 14-18

(This should obviously be happening throughout the year, but hopefully everything will be pulled together for a review and you can assess their reading and growth at this point)

- With prompting and support, actively engage in group reading activities with purpose and understanding. **(K.RI.10)**
 - With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1. **(1.RI.10)**
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REVIEW