

**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

Subject: First Grade ELA		Updated: 2019		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 1st 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 1...6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.</p> <p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p> <p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> <p>1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).</p> <p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p> <p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string.</p>	<p>Students will show they are listening by looking at the speaker. Students will take turns when speaking and responding to the speaker.</p> <p>To better understand a topic, text, or other media: Students will participate in question and answer activities. Students will ask questions to seek help. Students will ask questions to get information. Students will ask and answer questions to clarify understanding.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts. Students will practice speaking to listeners of all ages and in groups of varying size. Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles)</p> <p>Students will describe familiar people, places, and events. Students will describe memorable events. Students will report facts and details about an experience.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p>	<p>Alphabetize</p> <p>Beginning consonant</p> <p>Blend</p> <p>Conversation</p> <p>Date</p> <p>Discuss</p> <p>Illustrate</p> <p>Language</p> <p>Noun</p> <p>Plural</p> <p>Predict</p> <p>Question(mark)</p> <p>Reread</p> <p>Short vowel</p>	<p>Anecdotal Notes</p> <p>Checklist: Does the student have knowledge of:</p> <p>Conference</p> <p>Daily Work</p> <p>Discussion</p> <p>Individual Whiteboards</p> <p>Interview Response</p> <p>Journals</p> <p>Oral Presentations</p> <p>Questioning: Group and Individual</p> <p>Teacher Observation</p> <p>Think Pair Share</p> <p>Weekly Assessments</p>	<p>Journeys</p> <p>Storytown</p> <p>Phonics Dance</p> <p>Read Naturally</p> <p>Teacherspayteachers.com</p> <p>Pinterest</p> <p>YouTube</p> <p>Voyager/Velocity</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, and quotation mark).</p> <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) vowel sounds: short.</p> <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis: inflectional endings (e.g., -s, -ed, -ing)</p> <p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p> <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p> <p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p> <p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p>	<p>Students will blend beginning sound(s) and remaining chunk to create words (e.g., /br/ + ight).</p> <p>Students will orally segment beginning, middle, and ending sounds in spoken words.</p> <p>Students will blend 4 to 6 given sounds to create spoken words (including blends).</p> <p>Students will correctly form letters in print. Students will use correct spacing between letters, words, and sentences. Students will print from left to right and work from top to bottom of page.</p> <p>Students will know: Sentences begin with a capital letter. Sentences end with a period, question mark, or exclamation mark. Some purposes of commas and quotation marks.</p> <p>Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns.</p> <p>Students will use major syllable patterns to decode words: closed, open, vowel team, vowel silent e, and r-controlled.</p> <p>Students will read words in common word families or rimes (e.g., -am, -et, -in, -og, -ut).</p> <p>Students will quickly recognize and read regular and common irregularly spelled grade-level sight words.</p> <p>Students will read grade-level text at an appropriate speed with accuracy,</p>	<p>Spelling</p> <p>Singular</p> <p>Table of contents</p> <p>Title page</p> <p>Vocabulary</p>		
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p> <p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</p> <p>1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, main characters and their traits in a story.</p> <p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about text.</p> <p>1.3.W.1 NARRATIVE Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p> <p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p>	<p>expression, and phrasing that suggests comprehension.</p> <p>Students will retell or reenact a familiar story, putting key details in sequential order. Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will create and correct first drafts by assuring proper spacing is used between letters, words, and sentences, and writing progress from left to right and from top to bottom of the page.</p> <p>With guidance and support students will order events or details from a text or topic in order to create writing drafts.</p> <p>During editing phase: Students will correct spelling of grade-level decodable words, common irregular sight words.</p> <p>Students will look up correct spellings of words in resources (e.g... Word wall, word study notebooks, charts).</p> <p>Students will find textual evidence of the characters, setting, and plot of a text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text. Students will ask and answer</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> <p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p> <p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p> <p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I.”</p> <p>1.5.R.2 Students will recognize verbs as actions.</p> <p>1.5.R.3 Students will recognize color and number adjectives.</p> <p>1.5.W.1 Students will capitalize: proper names.</p> <p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p> <p>1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.</p>	<p>questions about key details. Students will identify key details.</p> <p>With guidance and support students will begin to: Establish the setting and characters for a story. Establish the plot of a story and an organized sequence of events.</p> <p>Students will learn academic, grade-level, and content-specific vocabulary through text and class discussions. Students will connect new vocabulary words to prior knowledge. Students will use acquired vocabulary in new situations.</p> <p>With guidance and support: Students will learn new vocabulary by using illustrations from text. Students will use surrounding text to determine the meaning of new vocabulary. Students will identify and apply new meanings for familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort words into categories based on common traits. (E.g. things you eat, things you wear).</p> <p>Students will use a print or electronic dictionary or glossary to find words.</p> <p>With guidance and support: Students will use content-specific vocabulary to communicate ideas in writing.</p> <p>With guidance and support: Students will write using words that are appropriate for the purpose of the writing task.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p> <p>1.6.W.1 Students will generate questions about topics of interest.</p> <p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p> <p>1.6.W.3 Students will make informal presentations of information gathered.</p> <p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p> <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>In a spoken sentence, a read aloud, or text: Students will identify nouns as concrete objects.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify the action word.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify color adjectives. Students will identify number adjectives.</p> <p>Students will capitalize the appropriate words in writing; specifically the first letter of a sentence, proper names, and months and days of the week.</p> <p>Students will define, identify, and compose simple and compound sentences when writing. Students will use correct end marks in statement sentences and question sentences.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize a variety of graphic features (e.g., pictures, drawings, titles, labels, headings, charts, and graphs) to understand a text.</p> <p>Students will formulate questions pertaining to a certain topic.</p> <p>With guidance and support during group or individual research: Students will use graphic organizers or other aids to classify information.</p> <p>Students will present informally on information gathered.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

	<p>Using visual displays as support, Students will verbally communicate and clarify ideas, thoughts, and feelings.</p> <p>Students will determine a specific purpose for reading (e.g., academic or personal) with guidance and support. Students will self-select a text based on interests, motivation, and ability with guidance and support. Students will use strategies to determine if a majority of words and concepts can be read successfully with guidance and support. Students will apply reading skills and strategies independently to comprehend text with guidance and support. Students will build stamina as they read independently.</p>			
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Subject: First Grade ELA		Updated: 2019		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 2nd 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 2...6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.	Students will show they are listening by looking at the speaker. Students will take turns when speaking and responding to the speaker.	Alphabetize	Anecdotal Notes	Journeys
1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	To better understand a topic, text, or other media: Students will participate in question and answer activities. Students will ask questions to seek help. Students will ask questions to get information. Students will ask and	Beginning	Checklist: Does the student have knowledge of:	Storytown
		Character	Conference	Phonics Dance
		Complete sentences	Daily Work	Read Naturally
		Conversation	Discussion	Teacherspayteachers.com
		Date		Pinterest

**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>1.1.R.4 Students will restate and follow simple two-step directions.</p> <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> <p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p> <p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).</p> <p>1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).</p> <p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word,</p>	<p>answer questions to clarify understanding.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts. Students will practice speaking to listeners of all ages and in groups of varying size. Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles)</p> <p>Students will restate simple two-step directions. Students will follow two-step directions (e.g. oral, visual, and written).</p> <p>Students will describe familiar people, places, and events. Students will describe memorable events. Students will report facts and details about an experience.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p> <p>Students will orally segment beginning, middle, and ending sounds in spoken words.</p> <p>Students will blend 4 to 6 given sounds to create spoken words (including blends).</p> <p>Students will separate sounds in spoken words with 4-6 sounds</p> <p>Students will correctly form letters in print. Students will use correct spacing between letters, words, and sentences.</p>	<p>Discuss</p> <p>End</p> <p>Illustrate</p> <p>Language</p> <p>Middle</p> <p>Period</p> <p>Plural noun</p> <p>Predict</p> <p>Question mark</p> <p>Reread</p> <p>Setting</p> <p>Singular noun</p> <p>Spelling</p> <p>Statements</p> <p>Table of contents</p> <p>Title page</p> <p>Verb</p>	<p>Individual Whiteboards</p> <p>Interview Response</p> <p>Journals</p> <p>Oral Presentations</p> <p>Questioning: Group and Individual</p> <p>Teacher Observation</p> <p>Think Pair Share</p> <p>Weekly Assessments</p>	<p>YouTube</p> <p>Voyager/Velocity</p>
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>ending punctuation, comma, and quotation mark.</p> <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/). Consonant blends (e.g., bl, br, cr). Consonant digraphs and trigraphs (e.g., sh-, -tch). Vowel sounds-short.</p> <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p> <p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p> <p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p> <p>1.2.W.1 Students will develop and edit first drafts using appropriate</p>	<p>Students will print from left to right and work from top to bottom of page.</p> <p>Students will know: Sentences begin with a capital letter. Sentences end with a period, question mark, or exclamation mark. Some purposes of commas and quotation marks.</p> <p>Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns.</p> <p>Students will quickly recognize and read regular and common irregularly spelled grade-level sight words.</p> <p>Students will read grade-level text at an appropriate speed with accuracy, expression, and phrasing that suggests comprehension.</p> <p>Students will retell or reenact a familiar story, putting key details in sequential order. Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will create and correct first drafts by assuring proper spacing is</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</p> <p>1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, main characters and their traits in a story.</p> <p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about text.</p> <p>1.3.W.2 INFORMATIVE Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p> <p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p>	<p>used between letters, words, and sentences, and writing progress from left to right and from top to bottom of the page.</p> <p>During editing phase: Students will correct spelling of grade-level decodable words, common irregular sight words.</p> <p>Students will look up correct spellings of words in resources (e.g... Word wall, word study notebooks, charts).</p> <p>Students will find textual evidence of the characters, setting, and plot of a text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text. Students will ask and answer questions about key details. Students will identify key details.</p> <p>With guidance and support students will begin to: Recall and begin to write facts about a topic when responding to a text read aloud.</p> <p>Students will learn academic, grade-level, and content-specific vocabulary through text and class discussions. Students will connect new vocabulary words to prior knowledge. Students will use acquired vocabulary in new situations.</p> <p>With guidance and support: Students will learn new vocabulary by using illustrations from text. Students will</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> <p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p> <p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p> <p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people, persons, places, and things) and use the pronoun “I.”</p> <p>1.5.R.3 Students will recognize color and number adjectives.</p> <p>1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; We sit).</p> <p>1.5.W.1 Students will capitalize: The first letter of a sentence.</p> <p>1.5.W.2 Students will compose grammatically correct simple and</p>	<p>use surrounding text to determine the meaning of new vocabulary. Students will identify and apply new meanings for familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort words into categories based on common traits. (E.g. things you eat, things you wear).</p> <p>Students will use a print or electronic dictionary or glossary to find words.</p> <p>With guidance and support: Students will use content-specific vocabulary to communicate ideas in writing.</p> <p>With guidance and support: Students will write using words that are appropriate for the purpose of the writing task.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify nouns as concrete objects.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify color adjectives. Students will identify number adjectives.</p> <p>In a spoken sentence, a read aloud, or text: Students will demonstrate knowledge of singular and plural nouns with matching verbs.</p> <p>Students will capitalize the appropriate words in writing; specifically the first letter of a sentence, proper names, and months and days of the week.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>compound sentences and questions (interrogatives) with appropriate end marks.</p> <p>1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.</p> <p>1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p> <p>1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.</p> <p>1.6.W.1 Students will generate questions about topics of interest.</p> <p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p> <p>1.6.W.3 Students will make informal presentations of information gathered.</p> <p>1.7.R.1 Students will use provided print and digital resources with guidance and support.</p> <p>1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p>	<p>Students will define, identify, and compose simple and compound sentences when writing. Students will use correct end marks in statement sentences and question sentences.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize a variety of graphic features (e.g., pictures, drawings, titles, labels, headings, charts, and graphs) to understand a text.</p> <p>Students will identify the location of the visual and text reference sources. Students will identify the purpose of visual and text reference sources.</p> <p>Students will formulate questions pertaining to a certain topic.</p> <p>With guidance and support during group or individual research: Students will use graphic organizers or other aids to classify information.</p> <p>Students will present informally on information gathered.</p> <p>With guidance and support: Students will use common formats of printed text (e.g. books, poem charts, magazines, and other formats). Students will use common formats of digital media (e.g. book apps, websites, and other formats).</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p> <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>Students will learn and examine how ideas and topics are shown in a variety of media and formats (e.g. oral, written, visual, and digital).</p> <p>With guidance and support: Students will choose various types of technology or media (e.g. apps, recording devices, digital tools or print media) to communicate with others.</p> <p>Using visual displays as support, Students will verbally communicate and clarify ideas, thoughts, and feelings.</p> <p>Students will determine a specific purpose for reading (e.g., academic or personal) with guidance and support. Students will self-select a text based on interests, motivation, and ability with guidance and support. Students will use strategies to determine if a majority of words and concepts can be read successfully with guidance and support. Students will apply reading skills and strategies independently to comprehend text with guidance and support. Students will build stamina as they read independently.</p>			
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1st, 2nd, 3rd, 4th Quarter – Estimated Time: 3rd 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 3...6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources

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FIRST GRADE
2019-2020**

<p>1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.</p> <p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p> <p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> <p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p> <p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).</p> <p>1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).</p> <p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p> <p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: consonant blends (e.g., bl, br,</p>	<p>Students will show they are listening by looking at the speaker. Students will take turns when speaking and responding to the speaker.</p> <p>To better understand a topic, text, or other media: Students will participate in question and answer activities. Students will ask questions to seek help. Students will ask questions to get information. Students will ask and answer questions to clarify understanding.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts. Students will practice speaking to listeners of all ages and in groups of varying size. Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles).</p> <p>Students will describe familiar people, places, and events. Students will describe memorable events. Students will report facts and details about an experience.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p> <p>Students will orally segment beginning, middle, and ending sounds in spoken words.</p> <p>Students will blend 4 to 6 given sounds to create spoken words (including blends).</p> <p>Students will separate sounds in spoken words with 4-6 sounds.</p> <p>Students will manipulate sounds in one syllable spoken words: Add sounds (/c/ + lip = clip) Remove sounds (grip - /g/ = rip) Change sounds:</p>	<p>Beginning</p> <p>Conversation</p> <p>Date</p> <p>Discuss</p> <p>End</p> <p>Illustrate</p> <p>Language</p> <p>Middle</p> <p>Noun</p> <p>Period</p> <p>Question(mark)</p> <p>Reread</p> <p>Sentence</p> <p>Spelling</p> <p>Table of contents</p> <p>Title page-</p> <p>Verb</p> <p>Vocabulary</p>	<p>Anecdotal Notes</p> <p>Checklist: Does the student have knowledge of:</p> <p>Conference</p> <p>Daily Work</p> <p>Discussion</p> <p>Individual Whiteboards</p> <p>Interview Response</p> <p>Journals</p> <p>Oral Presentations</p> <p>Questioning: Group and Individual</p> <p>Teacher Observation</p> <p>Think Pair Share</p> <p>Weekly Assessments</p>	<p>Journeys</p> <p>Storytown</p> <p>Phonics Dance</p> <p>Read Naturally</p> <p>Teacherspayteach</p> <p>Pinterest</p> <p>YouTube</p> <p>Voyager/Velocity</p>
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>cr). Consonant digraphs and trigraphs (e.g., sh-, -tch). Vowel sounds: long, short. Vowel-consonant-silent –e (e.g., lake).</p> <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis: inflectional endings (e.g., -s, -ed, -ing), and contractions.</p> <p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p> <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p> <p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p> <p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p> <p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<p>Change the /d/ in dip to /ch/ to make “chip” Change the /n/ in pen to /t/ to make “pet” Change the /a/ in cap to /o/ to make “cop”</p> <p>Students will correctly form letters in print. Students will use correct spacing between letters, words, and sentences. Students will print from left to right and work from top to bottom of page.</p> <p>Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns.</p> <p>Students will use major syllable patterns to decode words: closed, open, vowel team, vowel silent e, and r-controlled.</p> <p>Students will read words in common word families or rimes (e.g., -am, -et, -in, -og, -ut).</p> <p>Students will quickly recognize and read regular and common irregularly spelled grade-level sight words.</p> <p>Students will read grade-level text at an appropriate speed with accuracy, expression, and phrasing that suggests comprehension.</p> <p>Students will retell or reenact a familiar story, putting key details in sequential order. Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, main characters and their traits in a story.</p> <p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about text.</p> <p>1.3.W.1 NARRATIVE Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p> <p>1.3.W.2 INFORMATIVE Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p> <p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p> <p>1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.</p> <p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> <p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p>	<p>Students will create and correct first drafts by assuring proper spacing is used between letters, words, and sentences, and writing progress from left to right and from top to bottom of the page.</p> <p>With guidance and support students will order events or details from a text or topic in order to create writing drafts.</p> <p>During editing phase: Students will correct spelling of grade-level decodable words, common irregular sight words.</p> <p>Students will find textual evidence of the characters, setting, and plot of a text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text. Students will ask and answer questions about key details. Students will identify key details.</p> <p>With guidance and support students will begin to: Establish the setting and characters for a story. Establish the plot of a story and an organized sequence of events.</p> <p>With guidance and support students will begin to: Recall and begin to write facts about a topic when responding to a text read aloud.</p> <p>Students will learn academic, grade-level, and content-specific vocabulary through text and class discussions. Students will connect new vocabulary words to prior knowledge. Students will use acquired vocabulary in new situations.</p> <p>With guidance and support: Students will use knowledge of prefixes, suffixes, and root words to determine the meaning of unknown words.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p> <p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun "I."</p> <p>1.5.R.2 Students will recognize verbs as actions.</p> <p>1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit)</p> <p>1.5.W.1 Students will capitalize: the first letter of a sentence, proper nouns.</p> <p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p> <p>1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p> <p>1.6.W.1 Students will generate questions about topics of interest.</p> <p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p> <p>1.6.W.3 Students will make informal presentations of information gathered.</p> <p>1.7.R.1 Students will use provided print and digital resources with guidance and support.</p>	<p>With guidance and support: Students will learn new vocabulary by using illustrations from text. Students will use surrounding text to determine the meaning of new vocabulary. Students will identify and apply new meanings for familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort words into categories based on common traits. (e.g. things you eat, things you wear).</p> <p>Students will use a print or electronic dictionary or glossary to find words.</p> <p>With guidance and support: Students will use content-specific vocabulary to communicate ideas in writing.</p> <p>With guidance and support: Students will write using words that are appropriate for the purpose of the writing task.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify nouns as concrete objects.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify the action word.</p> <p>In a spoken sentence, a read aloud, or text: Students will demonstrate knowledge of singular and plural nouns with matching verbs.</p> <p>Students will capitalize the appropriate words in writing; specifically the first letter of a sentence, proper names, and months and days of the week.</p> <p>Students will define, identify, and compose simple and compound sentences when writing. Students will use correct end marks in statement sentences and question sentences.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p> <p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p> <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>Students will recognize a variety of graphic features (e.g., pictures, drawings, titles, labels, headings, charts, and graphs) to understand a text.</p> <p>Students will formulate questions pertaining to a certain topic.</p> <p>With guidance and support during group or individual research: Students will use graphic organizers or other aids to classify information.</p> <p>Students will present informally on information gathered.</p> <p>With guidance and support: Students will use common formats of printed text (e.g. books, poem charts, magazines, and other formats). Students will use common formats of digital media (e.g. book apps, websites, and other formats).</p> <p>Students will learn and examine how ideas and topics are shown in a variety of media and formats (e.g. oral, written, visual, and digital).</p> <p>With guidance and support: Students will choose various types of technology or media (e.g. apps, recording devices, digital tools or print media) to communicate with others.</p> <p>Using visual displays as support, Students will verbally communicate and clarify ideas, thoughts, and feelings.</p> <p>Students will determine a specific purpose for reading (e.g., academic or personal) with guidance and support. Students will self-select a text based on interests, motivation, and ability with guidance and support. Students will use strategies to determine if a majority of words and</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

	concepts can be read successfully with guidance and support. Students will apply reading skills and strategies independently to comprehend text with guidance and support. Students will build stamina as they read independently.			
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Subject: First Grade ELA	Updated: -2019
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 4th 6 weeks	
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing	

Unit and Time Frame: Unit 4...6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.</p> <p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p> <p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> <p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p> <p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string.</p> <p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of</p>	<p>Students will show they are listening by looking at the speaker. Students will take turns when speaking and responding to the speaker.</p> <p>To better understand a topic, text, or other media: Students will participate in question and answer activities. Students will ask questions to seek help. Students will ask questions to get information. Students will ask and answer questions to clarify understanding.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts. Students will practice speaking to listeners of all ages and in groups of varying size. Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles)</p> <p>Students will describe familiar people, places, and events. Students will describe memorable events. Students will report facts and details about an experience.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p>	<p>Beginning</p> <p>Conversation</p> <p>Date</p> <p>Discuss</p> <p>End</p> <p>Ending consonant</p> <p>Illustrate</p> <p>Language</p> <p>Long vowel</p> <p>Middle</p> <p>Noun</p> <p>Period</p> <p>Question(mark)-</p> <p>Reread</p>	<p>Anecdotal Notes</p> <p>Checklist: Does the student have knowledge of:</p> <p>Conference</p> <p>Daily Work</p> <p>Discussion</p> <p>Individual Whiteboards</p> <p>Interview Response</p> <p>Journals</p> <p>Oral Presentations</p> <p>Questioning: Group and Individual</p> <p>Teacher Observation</p> <p>Think Pair Share</p> <p>Weekly Assessments</p>	<p>Journeys</p> <p>Storytown</p> <p>Phonics Dance</p> <p>Read Naturally</p> <p>Teacherspayteach</p> <p>Pinterest</p> <p>YouTube</p> <p>Voyager/Velocity</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p> <p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation mark).</p> <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: vowel sounds: long, short, vowel digraphs (e.g., ea, oa, ee), vowel-consonant-silent-e (e.g., lake)</p> <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis: compound words, contractions.</p> <p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p> <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p> <p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p>	<p>Students will orally segment beginning, middle, and ending sounds in spoken words.</p> <p>Students will blend 4 to 6 given sounds to create spoken words (including blends).</p> <p>Students will manipulate sounds in one syllable spoken words: Add sounds (/c/ + lip = clip) Remove sounds (grip - /g/ = rip) Change sounds: Change the /d/ in dip to /ch/ to make “chip” Change the /n/ in pen to /t/ to make “pet” Change the /a/ in cap to /o/ to make “cop”</p> <p>Students will correctly form letters in print. Students will use correct spacing between letters, words, and sentences. Students will print from left to right and work from top to bottom of page. Students will know: Sentences begin with a capital letter. Sentences end with a period, question mark, or exclamation mark. Some purposes of commas and quotation marks.</p> <p>Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns.</p> <p>Students will use major syllable patterns to decode words: closed, open, vowel team, vowel silent e, and r-controlled.</p> <p>Students will read words in common word families or rimes (e.g., -am, -et, -in, -og, -ut).</p> <p>Students will quickly recognize and read regular and common irregularly spelled grade-level sight words.</p>	<p>Sentence</p> <p>Short vowel</p> <p>Spelling</p> <p>Table of contents</p> <p>Title page</p> <p>Vocabulary</p>		
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p> <p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p> <p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</p> <p>1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p> <p>1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.</p> <p>1.3.R.2 Students will describe who is telling the story (i.e., point of view).</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, main characters and their traits in a story.</p> <p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about text.</p> <p>1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p> <p>1.3.W.1 NARRATIVE Students will begin to write narratives incorporating characters, plot (i.e., beginning,</p>	<p>Students will read grade-level text at an appropriate speed with accuracy, expression, and phrasing that suggests comprehension.</p> <p>Students will retell or reenact a familiar story, putting key details in sequential order. Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will create and correct first drafts by assuring proper spacing is used between letters, words, and sentences, and writing progress from left to right and from top to bottom of the page.</p> <p>With guidance and support students will order events or details from a text or topic in order to create writing drafts.</p> <p>During editing phase: Students will correct spelling of grade-level decodable words, common irregular sight words.</p> <p>Students will look up correct spellings of words in resources (e.g... Word wall, word study notebooks, charts).</p> <p>With guidance and support: Students will identify features of different types of authors’ purposes for a text/passage (i.e., persuade, inform, entertain). Students will determine the author’s purpose of a text/passage using features to help identify the purpose.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020

<p>middle, end), and a basic setting (i.e., time, place) with guidance and support.</p> <p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p> <p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> <p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p> <p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p> <p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I.”</p> <p>1.5.R.2 Students will recognize verbs as actions.</p> <p>1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.</p> <p>1.5.R.5_Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).</p> <p>1.5.W.1 Students will capitalize: the first letter of a sentence, proper names, months and days of the week.</p>	<p>Students will use details from a text to describe who is narrating the story.</p> <p>Students will find textual evidence of the characters, setting, and plot of a text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text. Students will ask and answer questions about key details. Students will identify key details.</p> <p>Students will begin to identify facts that are clearly stated within a text.</p> <p>With guidance and support students will begin to: Establish the setting and characters for a story. Establish the plot of a story and an organized sequence of events.</p> <p>Students will learn academic, grade-level, and content-specific vocabulary through text and class discussions. Students will connect new vocabulary words to prior knowledge. Students will use acquired vocabulary in new situations.</p> <p>With guidance and support: Students will learn new vocabulary by using illustrations from text. Students will use surrounding text to determine the meaning of new vocabulary. Students will identify and apply new meanings for familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort words into categories based on common traits. (e.g. things you eat, things you wear).</p> <p>Students will use a print or electronic dictionary or glossary to find words.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p> <p>1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.</p> <p>1.6.W.3 Students will make informal presentations of information gathered.</p> <p>1.7.R.1 Students will use provided print and digital resources with guidance and support.</p> <p>1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p> <p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p> <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>With guidance and support: Students will use content-specific vocabulary to communicate ideas in writing.</p> <p>With guidance and support: Students will write using words that are appropriate for the purpose of the writing task.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify nouns as concrete objects.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify the action word.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify prepositions in reading through pictures and movement.</p> <p>In a spoken sentence, a read aloud, or text: Students will demonstrate knowledge of singular and plural nouns with matching verbs.</p> <p>Students will capitalize the appropriate words in writing; specifically the first letter of a sentence, proper names, and months and days of the week.</p> <p>Students will define, identify, and compose simple and compound sentences when writing. Students will use correct end marks in statement sentences and question sentences.</p> <p>Students will identify the location of the visual and text reference sources. Students will identify the purpose of visual and text reference sources.</p> <p>Students will present informally on information gathered.</p> <p>With guidance and support: Students will use common formats of printed text (e.g. books, poem charts, magazines, and other</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

	<p>formats). Students will use common formats of digital media (e.g. book apps, websites, and other formats).</p> <p>Students will learn and examine how ideas and topics are shown in a variety of media and formats (e.g. oral, written, visual, and digital).</p> <p>With guidance and support: Students will choose various types of technology or media (e.g. apps, recording devices, digital tools or print media) to communicate with others.</p> <p>Using visual displays as support, Students will verbally communicate and clarify ideas, thoughts, and feelings.</p> <p>Students will determine a specific purpose for reading (e.g., academic or personal) with guidance and support. Students will self-select a text based on interests, motivation, and ability with guidance and support. Students will use strategies to determine if a majority of words and concepts can be read successfully with guidance and support. Students will apply reading skills and strategies independently to comprehend text with guidance and support. Students will build stamina as they read independently.</p>			
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Subject: First Grade ELA		Updated: 2019		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 5th 6 weeks				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 5...6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.	Students will show they are listening by looking at the speaker. Students will take turns when speaking and responding to the speaker.	Beginning Chapter	Anecdotal Notes Checklist: Does the student have knowledge of:	Journeys Storytown

**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p> <p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> <p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p> <p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p> <p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string.</p> <p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p> <p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, and quotation mark.</p> <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: r-controlled vowels (e.g., ar, er,</p>	<p>To better understand a topic, text, or other media: Students will participate in question and answer activities. Students will ask questions to seek help. Students will ask questions to get information. Students will ask and answer questions to clarify understanding.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts. Students will practice speaking to listeners of all ages and in groups of varying size. Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles)</p> <p>Students will describe familiar people, places, and events. Students will describe memorable events. Students will report facts and details about an experience.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p> <p>Students will identify and distinguish between short and long vowels sounds in any position in a spoken one syllable word.</p> <p>Students will orally segment beginning, middle, and ending sounds in spoken words.</p> <p>Students will blend 4 to 6 given sounds to create spoken words (including blends).</p> <p>Students will manipulate sounds in one syllable spoken words: Add sounds (/c/ + lip = clip), Remove sounds (grip - /g/ = rip), Change sounds: Change the /d/ in dip to /ch/ to make “chip”, Change the /n/ in pen to /t/ to make “pet”, Change the /a/ in cap to /o/ to make “cop”.</p>	<p>Character</p> <p>Conversation</p> <p>Date</p> <p>Discuss</p> <p>End</p> <p>Illustrate</p> <p>Language</p> <p>Middle</p> <p>Poem</p> <p>Question(mark)</p> <p>Reread</p> <p>Setting</p> <p>Spelling</p> <p>Table of contents</p> <p>Title page</p> <p>Verb</p>	<p>Conference</p> <p>Daily Work</p> <p>Discussion</p> <p>Individual Whiteboards</p> <p>Interview Response</p> <p>Journals</p> <p>Oral Presentations</p> <p>Questioning: Group and Individual</p> <p>Teacher Observation</p> <p>Think Pair Share</p> <p>Weekly Assessments</p>	<p>Phonics Dance</p> <p>Read Naturally</p> <p>Teacherspayteach</p> <p>Pinterest</p> <p>YouTube</p> <p>Voyager/Velocity</p>
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JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020

<p>ir or, ur), vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee)</p> <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis: most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled), compound words, contractions.</p> <p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p> <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p> <p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p> <p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p> <p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<p>Students will correctly form letters in print. Students will use correct spacing between letters, words, and sentences. Students will print from left to right and work from top to bottom of page. Students will know: Sentences begin with a capital letter. Sentences end with a period, question mark, or exclamation mark. Some purposes of commas and quotation marks.</p> <p>Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns. Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns.</p> <p>Students will use major syllable patterns to decode words: closed, open, vowel team, vowel silent e, and r-controlled.</p> <p>Students will read words in common word families or rimes (e.g., -am, -et, -in, -og, -ut).</p> <p>Students will quickly recognize and read regular and common irregularly spelled grade-level sight words.</p> <p>Students will read grade-level text at an appropriate speed with accuracy, expression, and phrasing that suggests comprehension.</p> <p>Students will retell or reenact a familiar story, putting key details in sequential order. Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/informational text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</p> <p>1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.</p> <p>1.3.R.2 Students will describe who is telling the story (i.e., point of view).</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, main characters and their traits in a story.</p> <p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about text.</p> <p>1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p> <p>1.3.W.1 NARRATIVE Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p> <p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p> <p>1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.</p> <p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	<p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will create and correct first drafts by assuring proper spacing is used between letters, words, and sentences, and writing progress from left to right and from top to bottom of the page.</p> <p>With guidance and support students will order events or details from a text or topic in order to create writing drafts.</p> <p>During editing phase: Students will correct spelling of grade-level decodable words, common irregular sight words.</p> <p>With guidance and support: Students will identify features of different types of authors’ purposes for a text/passage (i.e., persuade, inform, and entertain). Students will determine the author’s purpose of a text/passage using features to help identify the purpose.</p> <p>Students will use details from a text to describe who is narrating the story.</p> <p>Students will find textual evidence of the characters, setting, and plot of a text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text. Students will ask and answer questions about key details. Students will identify key details.</p> <p>Students will begin to identify facts that are clearly stated within a text.</p> <p>With guidance and support students will begin to: Establish the setting and characters for a</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020

<p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> <p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p> <p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p> <p>1.5.W.1 Students will capitalize: months and days of the week.</p> <p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p> <p>1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.</p> <p>1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p> <p>1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.</p> <p>1.6.W.1 Students will generate questions about topics of interest.</p> <p>1.6.W.3 Students will make informal presentations of information gathered.</p> <p>1.7.R.1 Students will use provided print and digital resources with guidance and support.</p>	<p>story. Establish the plot of a story and an organized sequence of events.</p> <p>Students will learn academic, grade-level, and content-specific vocabulary through text and class discussions. Students will connect new vocabulary words to prior knowledge. Students will use acquired vocabulary in new situations.</p> <p>With guidance and support: Students will use knowledge of prefixes, suffixes, and root words to determine the meaning of unknown words.</p> <p>With guidance and support: Students will learn new vocabulary by using illustrations from text. Students will use surrounding text to determine the meaning of new vocabulary. Students will identify and apply new meanings for familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p> <p>Students will name and sort words into categories based on common traits. (E.g. things you eat, things you wear).</p> <p>Students will use a print or electronic dictionary or glossary to find words.</p> <p>With guidance and support: Students will use content-specific vocabulary to communicate ideas in writing.</p> <p>With guidance and support: Students will write using words that are appropriate for the purpose of the writing task.</p> <p>Students will capitalize the appropriate words in writing; specifically the first letter of a sentence, proper names, and months and days of the week.</p> <p>Students will define, identify, and compose simple and compound sentences when writing.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020

<p>1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p> <p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p> <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>Students will use correct end marks in statement sentences and question sentences.</p> <p>Students will show which pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize a variety of graphic features (e.g., pictures, drawings, titles, labels, headings, charts, and graphs) to understand a text.</p> <p>Students will identify the location of the visual and text reference sources. Students will identify the purpose of visual and text reference sources.</p> <p>Students will formulate questions pertaining to a certain topic.</p> <p>Students will present informally on information gathered.</p> <p>With guidance and support: Students will use common formats of printed text (e.g. books, poem charts, magazines, and other formats). Students will use common formats of digital media (e.g. book apps, websites, and other formats).</p> <p>Students will learn and examine how ideas and topics are shown in a variety of media and formats (e.g. oral, written, visual, and digital).</p> <p>With guidance and support: Students will choose various types of technology or media (e.g. apps, recording devices, digital tools or print media) to communicate with others.</p> <p>Using visual displays as support, Students will verbally communicate and clarify ideas, thoughts, and feelings.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

	Students will determine a specific purpose for reading (e.g., academic or personal) with guidance and support. Students will self-select a text based on interests, motivation, and ability with guidance and support. Students will use strategies to determine if a majority of words and concepts can be read successfully with guidance and support. Students will apply reading skills and strategies independently to comprehend text with guidance and support. Students will build stamina as they read independently.			
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Subject: First Grade ELA	Updated: 2019
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 6th 6 weeks	
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing	

Unit and Time Frame: Unit 6...6 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.</p> <p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p> <p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p> <p>1.1.W.2 Students will work respectfully in groups.</p> <p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p>	<p>Students will show they are listening by looking at the speaker. Students will take turns when speaking and responding to the speaker.</p> <p>To better understand a topic, text, or other media: Students will participate in question and answer activities. Students will ask questions to seek help. Students will ask questions to get information. Students will ask and answer questions to clarify understanding.</p> <p>Students will participate in structured conversations about age-appropriate topics and texts. Students will practice speaking to listeners of all ages and in groups of varying size. Students will develop speaking and listening skills through group discussion (e.g. book clubs, buddy reading, literature circles)</p> <p>Students will describe familiar people, places, and events. Students will describe memorable events.</p>	<p>Beginning</p> <p>Chapter</p> <p>Conversation</p> <p>Date</p> <p>Discuss</p> <p>End</p> <p>Illustrate</p> <p>Long vowel</p> <p>Language</p> <p>Middle</p> <p>Period</p>	<p>Anecdotal Notes</p> <p>Checklist: Does the student have knowledge of:</p> <p>Conference</p> <p>Daily Work</p> <p>Discussion</p> <p>Individual Whiteboards</p> <p>Interview Response</p> <p>Journals</p> <p>Oral Presentations</p> <p>Questioning: Group and Individual</p>	<p>Journeys</p> <p>Storytown</p> <p>Phonics Dance</p> <p>Read Naturally</p> <p>Teacherspaytea</p> <p>Pinterest</p> <p>YouTube</p> <p>Voyager/Veloci</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string.</p> <p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p> <p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, and quotation mark.</p> <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) vowel sounds: long and short.</p> <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis: most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled), inflectional endings (e.g., -s, -ed, -ing), contractions.</p> <p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p> <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p>Students will report facts and details about an experience.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p> <p>Students will orally segment beginning, middle, and ending sounds in spoken words.</p> <p>Students will blend 4 to 6 given sounds to create spoken words (including blends).</p> <p>Students will manipulate sounds in one syllable spoken words: Add sounds (/c/ + lip = clip), Remove sounds (grip - /g/ = rip), Change sounds: Change the /d/ in dip to /ch/ to make “chip”, change the /n/ in pen to /t/ to make “pet”, change the /a/ in cap to /o/ to make “cop”</p> <p>Students will correctly form letters in print. Students will use correct spacing between letters, words, and sentences. Students will print from left to right and work from top to bottom of page. Students will know: Sentences begin with a capital letter. Sentences end with a period, question mark, or exclamation mark. Some purposes of commas and quotation marks.</p> <p>Students will decode phonetically regular words using knowledge of consonant sounds, blends, digraphs, trigraphs, short and long vowel sounds, and vowel patterns.</p> <p>Students will use major syllable patterns to decode words: closed, open, vowel team, vowel silent e, and r-controlled.</p> <p>Students will read words in common word families or rimes (e.g., -am, -et, -in, -og, -ut).</p>	<p>Question(mark)</p> <p>Reread</p> <p>Spelling</p> <p>Table of contents</p> <p>Title page</p> <p>Vocabulary</p>	<p>Teacher Observation</p> <p>Think Pair Share</p> <p>Weekly Assessments</p>	
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JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020

<p>1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p> <p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p> <p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p> <p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p> <p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.</p> <p>1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.</p> <p>1.3.R.2 Students will describe who is telling the story (i.e., point of view).</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, main characters and their traits in a story.</p> <p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about text.</p> <p>1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p>	<p>Students will quickly recognize and read regular and common irregularly spelled grade-level sight words.</p> <p>Students will read grade-level text at an appropriate speed with accuracy, expression, and phrasing that suggests comprehension.</p> <p>Students will retell or reenact a familiar story, putting key details in sequential order. Students will develop the ability to identify the main topic of a text.</p> <p>Students will recognize the differences in fiction and nonfiction/informational text.</p> <p>Students will put major events from a text in sequential order using beginning, middle, and end or first, next, last.</p> <p>Students will create and correct first drafts by assuring proper spacing is used between letters, words, and sentences, and writing progress from left to right and from top to bottom of the page.</p> <p>With guidance and support students will order events or details from a text or topic in order to create writing drafts.</p> <p>During editing phase: Students will correct spelling of grade-level decodable words, common irregular sight words. With guidance and support: Students will identify features of different types of authors’ purposes for a text/passage (i.e., persuade, inform, and entertain). Students will determine the author’s purpose of a text/passage using features to help identify the purpose.</p> <p>Students will use details from a text to describe who is narrating the story.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.3.W.3 OPINION Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.</p> <p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p> <p>1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.</p> <p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> <p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p> <p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p> <p>1.5.R.3 Students will recognize color and number adjectives.</p> <p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p> <p>1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p>	<p>With guidance and support: Students will identify features of different types of authors' purposes for a text/passage (i.e., persuade, inform, and entertain).</p> <p>Students will find textual evidence of the characters, setting, and plot of a text.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text. Students will ask and answer questions about key details. Students will identify key details.</p> <p>Students will begin to identify facts that are clearly stated within a text.</p> <p>With guidance and support students will begin to: Establish an opinion on a topic. Support the opinion with a reason.</p> <p>Students will learn academic, grade-level, and content-specific vocabulary through text and class discussions. Students will connect new vocabulary words to prior knowledge. Students will use acquired vocabulary in new situations.</p> <p>With guidance and support: Students will use knowledge of prefixes, suffixes, and root words to determine the meaning of unknown words.</p> <p>With guidance and support: Students will learn new vocabulary by using illustrations from text. Students will use surrounding text to determine the meaning of new vocabulary. Students will identify and apply new meanings for familiar words (e.g. duck is a bird and learning the verb to duck) to determine the meaning from text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020**

<p>1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.</p> <p>1.6.W.3 Students will make informal presentations of information gathered.</p> <p>1.7.R.1 Students will use provided print and digital resources with guidance and support.</p> <p>1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p> <p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support</p> <p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p> <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>Students will name and sort words into categories based on common traits. (E.g. things you eat, things you wear).</p> <p>Students will use a print or electronic dictionary or glossary to find words.</p> <p>With guidance and support: Students will use content-specific vocabulary to communicate ideas in writing.</p> <p>With guidance and support: Students will write using words that are appropriate for the purpose of the writing task.</p> <p>In a spoken sentence, a read aloud, or text: Students will identify color adjectives. Students will identify number adjectives.</p> <p>Students will define, identify, and compose simple and compound sentences when writing. Students will use correct end marks in statement sentences and question sentences.</p> <p>Students will recognize a variety of graphic features (e.g., pictures, drawings, titles, labels, headings, charts, and graphs) to understand a text.</p> <p>Students will identify the location of the visual and text reference sources. Students will identify the purpose of visual and text reference sources.</p> <p>Students will present informally on information gathered.</p> <p>With guidance and support: Students will use common formats of printed text (e.g. books, poem charts, magazines, and other formats). Students will use common formats of digital media (e.g. book apps, websites, and other formats).</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
FIRST GRADE
2019-2020

	<p>Students will learn and examine how ideas and topics are shown in a variety of media and formats (e.g. oral, written, visual, and digital).</p> <p>With guidance and support: Students will choose various types of technology or media (e.g. apps, recording devices, digital tools or print media) to communicate with others.</p> <p>Using visual displays as support, Students will verbally communicate and clarify ideas, thoughts, and feelings.</p> <p>Students will determine a specific purpose for reading (e.g., academic or personal) with guidance and support. Students will self-select a text based on interests, motivation, and ability with guidance and support. Students will use strategies to determine if a majority of words and concepts can be read successfully with guidance and support. Students will apply reading skills and strategies independently to comprehend text with guidance and support. Students will build stamina as they read independently.</p>			
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