

## English Language Arts Master Map - Grade 1

<b><u>Competencies</u></b>	<b><u>Content (CCSS)</u></b>	<b><u>Skills</u></b>	<b><u>Assessment</u></b> <b><u>(Label Formative, Summative, Performance) (DOK)</u></b>
<p>Reading Literature</p> <p><b>1. <u>Reading Literature Competency:</u></b> Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.</p>	<p><b>Anchor Standards for Reading/Literacy</b> -Key ideas and details</p> <p>-Craft and structure -Integration of knowledge and ideas</p>	<p><b><u>1. Reading Literature</u></b></p> <p><b>Key Ideas and Details:</b></p> <p>Ask and answer questions about key details in a text.</p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Describe characters, settings, and major events in a story, using key details.</p> <p><b>Craft and Structure:</b></p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Identify who is telling the story at various points in a text.</p>	<p><i>Summative Assessment</i></p> <p>1. Embedded reading series Unit Tests...Comprehension Section (DOK 1,2)</p> <p><i>Performance Assessment</i></p> <p>Listening Center with a wide range of text types using graphic organizers (DOK 2,3)</p> <p><i>Formative Assessment</i></p> <p>Songs and Poems with reading program and outside</p>







<p>3. Foundational Skills</p>		<p><b><u>Foundational Skills</u></b></p> <p><b>Print Concepts:</b>          Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Phonological Awareness:</b>          Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>Phonics and Word Recognition:</b>          Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>Performance Assessment</i></p> <p>Journal writing and other written writing projects</p> <p><i>Summative Assessment</i></p> <p>Embedded Reading Program baseline assessment</p> <p>Formative/Performance Assessment</p> <p>Mini Lessons focused on phonemic awareness skills.</p> <p>Summative Assessment</p> <p>Weekly Spelling Test which apply weekly phonics pattern</p>
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		<p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>Fluency:</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	DRAs as needed
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Grade 1  
English/Language Arts

<u>Competencies</u>	<u>Content (CCSS)</u>	<u>Skills</u>	<u>Assessment (Label Formative, Summative, Performance) (DOK)</u>
Writing		Performance Indicators	
<u>Writing</u>	<p><b>Anchor Standards for Writing/ Literacy</b></p> <ul style="list-style-type: none"> <li>• Text Types and Purposes</li> </ul>	<p><u>Writing:</u></p> <p><b>Text Types and Purposes</b></p>	<i>Performance Assessment</i>

<p><b><u>1. Arguments Competency:</u></b> Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.</p> <p><b><u>2.Explanatory (Expository) Writing Competency:</u></b> Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.</p> <p><b><u>3.Narrative Writing Competency:</u></b></p>		<p>1. Opinion: <b>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.</b></p> <p>2. Explanatory/Informative: <b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b></p> <p>3. Narrative: <b>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.</b></p>	<p>Listening Center~ using details from the book to state your opinion (DOK 1,2)</p> <p>Favorite Seasons and Weather Activity</p> <p>Turkey Opinion Writing Piece~save the turkey from Thanksgiving dinner</p> <p><i>Performance Assessment</i></p> <p>Research Reports on a given topic related to Science and Social Studies topics</p> <p><i>Summative Assessment</i></p> <p>Embedded Reading Series Test Embedded Weekly Response to Written Response Nonfiction texts</p> <p><b>Personal Accounts of family events/activities over a weekend or vacation</b></p>
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<p><b><u>Listening Competency:</u></b></p> <p>Students will demonstrate the ability to speak purposefully and effectively-strategically making decisions about content, language use, and discourse style.</p> <hr/>	<p><b>Anchor Standards for Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension and Collaboration</li> <li>-Presentation of Knowledge and Ideas.</li> </ul>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>Comprehension and Collaboration:</b></p> <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Research Reports on a given topic related to Science and Social Studies topics</p> <p><b>Weekly Journal writing</b></p> <p><i>Summative Assessment</i></p> <p>Embedded Reading Series Test Embedded Weekly Response to Written Response Nonfiction texts</p> <p><b>Formative/Performance Assessment</b></p> <p><b>Table Talks/Think Pair Shares ~ discussion based on various open response questions across the curriculum</b></p> <p><b>Read aloud discussions across the curriculum</b></p> <p><b>Share about events/items</b></p> <p><b>Classroom Rules Morning Meeting Rules Give Me Five</b></p>
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	<p><b>Anchor Standards for Language</b></p> <ul style="list-style-type: none"> <li>-Conventions of Standard English</li> <li>-Knowledge of Language</li> <li>-Vocabulary Acquisition and Use</li> </ul>	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p> <p><u><b>Language:</b></u></p> <p><b>Conventions of Standard English:</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p><b>Share about events/items</b></p>
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		<p>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>Form and use prepositional phrases.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Knowledge of Language:</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.*</p> <p>Choose punctuation for effect.*</p>	<p><b>Performance/Formative Assessments</b></p> <p>Center based activities</p> <p>Mini Lessons focused various writing conventions</p> <p>Use of word walls, writing journals, editing checklists, dictionaries and labels in daily writing</p> <p><b>Summative Assessment</b></p> <p>Weekly Spelling Test</p> <p>Sentence Dictation</p> <p>Beginning and End of Year Writing Assessment</p>
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		<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>Vocabulary Acquisition and Use:</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence level context as a clue to the meaning of a word or phrase</p> <p>Use frequently occurring affixes as a clue to the meaning of a word</p> <p>Identify frequently occurring root words (e.g. look) and inflectional forms (e.g. looks, looked, looking)</p> <p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> <p>Define words by category and by one or more attributes (eg a duck is a bird that swims, a tiger is a large cat with stripes)</p> <p>Identify real-life connections between words and their use (eg., note places at home that are cozy)</p> <p>Distinguish shades of meaning among verbs differing in manner (Eg., 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.</p>	<p><b>Formative/Performance Assessment</b></p> <p>Use of amazing words and oral vocabulary</p>
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<p><b><u>Technology Competency:</u></b></p> <p>Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>		<p>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 (eg., because)</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Use of a variety of ipad apps and websites</p> <p>Publish student work samples using computers, ipads and chromebook</p>
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