

AuSable Primary  
Language Arts Curriculum Map: First Grade

Month	Content	Skills	Assessments/Resources	GLCE
September	<p>Early Literacy Concepts &amp; Concepts of Print</p> <p>Phonological Awareness</p> <p>Letter Knowledge – Names and Sounds</p> <p>Word Solving Actions</p>	<ul style="list-style-type: none"> <li>• Recognizing names in text – first and last</li> <li>• Directionality – to know left to right, top to bottom</li> <li>• Match spoken word to written word 1:1</li> <li>• To make and recognize rhymes</li> <li>• Hearing sounds in a sequence (b, m, e)</li> <li>• To learn and respond to classic rhymes</li> <li>• Review letters (through names)</li> <li>• To notice similarities and differences in letters</li> <li>• To identify the names of letters (upper and lower)</li> <li>• To begin to build words</li> <li>• To review letter names and sounds</li> <li>• To match upper and lower case letters</li> <li>• Suffix –s</li> <li>• Blends</li> <li>• Vowel sounds a, i, o</li> <li>• To say a word slowly and predict letter sequence</li> <li>• To be able to change the first letter in a word to make a new word</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom routine (lunch chart, etc.)</li> <li>• Build and write first and last name</li> <li>• Knows the letters in their first and last name</li> <li>• Sentence cut-ups</li> <li>• Making sentences</li> <li>• MLPP (Letter ID, sounds, phonemic awareness, concepts of print, kindergarten sight words)</li> <li>• Picture match and sort</li> <li>• Participate in songs, poems, chants</li> <li>• Drawing, illustrating, labeling</li> <li>• Participation</li> <li>• Matches words that start the same</li> <li>• Ability to locate letters in big books or readers</li> <li>• Wall word games</li> <li>• Alphabet word walls</li> <li>• Word builders</li> <li>• Saxon Phonics</li> <li>• Identifies some sounds of words when said slowly</li> <li>• Magnet letters</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.01, .02</li> <li>• R.WS.01.04</li> <li>• W.SP.01.01</li> <li>• R.WS.01.03, .04</li> </ul>

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September cont.	<p>Oral Language</p> <p>High Frequency Words</p> <p>Comprehension</p> <p>Reading Strategies</p> <p>Writing</p>	<ul style="list-style-type: none"> <li>• Pretell/retell routines</li> <li>• Good manners, empathy</li> <li>• Listening and responding to classmates</li> <li>• Review words introduced in Kindergarten</li> <li>• To predict based on title and cover of book</li> <li>• To make connections (text-to-text, text-to-self, text-to-world)</li> <li>• Retell with props</li> <li>• Model strategies: predicting, picture clues</li> <li>• Can print first and last name</li> <li>• Begin Lucy Calkins' Launching the Writing Workshop – book 1</li> <li>• Deciding on topic, using pictures and words to convey meaning, adding details to text and illustrations, spelling the best you can, writing for a purpose, reading what you write, revising and editing</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Class meetings</li> <li>• Second Step Social Skills</li> <li>• List student predictions before reading book – check predictions during reading</li> <li>• Journals</li> <li>• Daily Writing</li> </ul>	<ul style="list-style-type: none"> <li>• L.CN.01.01, .04</li> <li>• R.WS.01.06</li> <li>• R.MT.01.04</li> <li>• R.CM.01.01, .02, .04</li> <li>• R.MT.01.03, .11</li> <li>• W.HW.01.01</li> <li>• W.SP.01.02</li> <li>• W.GN.01.01</li> <li>• W.PR.01.01, .02</li> <li>• W.AT.01.01</li> </ul>

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October	Early Literacy Concepts and Concepts of Print	<ul style="list-style-type: none"> <li>• To identify author and illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP – Concepts of Print</li> </ul>	
	Phonological Awareness	<ul style="list-style-type: none"> <li>• To hear beginning and ending sounds in words</li> <li>• Identify onset and rime (short a focus)</li> <li>• To hear and blend onsets and rimes</li> <li>• To hear syllables</li> <li>• To blend sounds</li> <li>• Phoneme isolation</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP – Phonemic Awareness</li> <li>• Picture Lotto</li> <li>• Student identifies the beginning and ending sound of words</li> <li>• Student identifies onset and rime</li> <li>• Can blend onset and rime to make a word</li> <li>• Clap out syllables</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04</li> <li>• R.WS.01.02</li> </ul>
	Letter Knowledge	<ul style="list-style-type: none"> <li>• Continue to learn and review letter names and sounds</li> <li>• To learn how to print letters correctly</li> <li>• To notice letters in words</li> <li>• Introduce /ck/ and /k/</li> </ul>	<ul style="list-style-type: none"> <li>• Writing workshop and journal writing</li> <li>• Is able to say words slowly and identify the sounds in a sequence</li> <li>• Quick Phonics Screener</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.01, .03</li> <li>• W.HW.01.01</li> </ul>
	High Frequency Words	<ul style="list-style-type: none"> <li>• Begin to introduce first grade words (Harcourt, Fry Dolch – word wall words)</li> </ul>	<ul style="list-style-type: none"> <li>• Make and write introduced wall words</li> <li>• Find high frequency words in books</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.05, .06</li> </ul>
	Word Meaning	<ul style="list-style-type: none"> <li>• Learn to recognize days of the week and months of the year</li> <li>• Words in English come from different countries and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Calendar songs</li> <li>• Can read the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.09</li> </ul>
	Word Structure	<ul style="list-style-type: none"> <li>• To blend short e word family words.</li> <li>• ck</li> </ul>	<ul style="list-style-type: none"> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• S.CN.01.05</li> <li>• R.WS.01.04</li> </ul>

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October, cont.	Word Solving Actions	<ul style="list-style-type: none"> <li>• To be able to change the first letter in a word to make a new word</li> </ul>	<ul style="list-style-type: none"> <li>• Making Words activities</li> <li>• Magnetic letters</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04</li> </ul>
	Oral Language	<ul style="list-style-type: none"> <li>• Continue to retell experiences and stories sequentially (b, m, e)</li> <li>• To increase vocabulary</li> <li>• To develop correct grammar and articulation</li> <li>• To respond with relevant comments and/or suggestions</li> <li>• Problem solving and compliments, as well as appropriate gestures and facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Less tattling</li> <li>• Greater sense of community</li> <li>• Class meetings</li> <li>• MLPP – Oral Language Rubric</li> <li>• Second Step Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>• S.DS.01.01, .02</li> <li>• S.CN.01.01, .02, .03, .04, .05</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>• Continue to make connections</li> <li>• Focus on characters, predictions, and details</li> <li>• Introduce the concepts of <i>first, then, last, next</i> in retelling</li> </ul>	<ul style="list-style-type: none"> <li>• Reread stories</li> <li>• Sequencing pictures</li> <li>• Observe student responses</li> </ul>	<ul style="list-style-type: none"> <li>• R.CM.01.04, .05</li> <li>• S.DS.01.02, .03</li> </ul>
	Reading Strategies	<ul style="list-style-type: none"> <li>• Review and practice: picture clues, chunks, Does it make sense? Does it sound right?</li> <li>• Basic sounding out (b, m, e)</li> <li>• Go back and reread the sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Observing student during reading group</li> <li>• Rereading</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.01, .02, .04</li> </ul>
	Fluency	<ul style="list-style-type: none"> <li>• Reread big books so children notice phrasing</li> <li>• High frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in chants, songs, choral reading</li> <li>• Fry instant phrases</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04</li> </ul>



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November	Early Literacy Concepts and Concepts of Print	<ul style="list-style-type: none"> <li>• Identify Table of Contents</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• R.IT.01.04</li> </ul>
	Letter Knowledge: Names and Sounds	<ul style="list-style-type: none"> <li>• Continue to practice consonants and sounds in words</li> <li>• Final k spelling rule</li> <li>• Introduce digraph ‘th’, ng</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP</li> <li>• Hear and match words with the same middle sound</li> <li>• Identify the vowels and name them</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.02, .04</li> </ul>
	Spelling Patterns	<ul style="list-style-type: none"> <li>• Syllable rules</li> <li>• Introduce word endings -ed, -ing</li> </ul>	<ul style="list-style-type: none"> <li>• Making words lessons</li> <li>• Addition and substitutions of letters to make new words</li> </ul>	
	High Frequency Words	<ul style="list-style-type: none"> <li>• To continue to introduce and practice high frequency words</li> <li>• To locate wall words in print</li> <li>• To write high frequency words in sentences and in writer’s workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Big books</li> <li>• MLPP – Known Words</li> <li>• Use of leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.05, .06</li> </ul>
	Word Solving Actions	<ul style="list-style-type: none"> <li>• To use known word parts to solve new words</li> </ul>		<ul style="list-style-type: none"> <li>• R.WS.01.07</li> </ul>
	Oral Language	<ul style="list-style-type: none"> <li>• To increase vocabulary</li> <li>• To continue to become familiar with book language</li> <li>• To know different language types – playground, class, home, etc.</li> <li>• To get meaning from context and respond orally</li> </ul>	<ul style="list-style-type: none"> <li>• Rereading of big books</li> <li>• Retellings</li> <li>• Use of read alouds</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.08, .09, .10</li> <li>• W.PS.01.01</li> </ul>

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November cont.	<p>Comprehension</p> <p>Reading Strategies</p> <p>Fluency</p>	<ul style="list-style-type: none"> <li>• Continue to practice retellings</li> <li>• To review character, identify setting</li> <li>• Cause and effect</li> <li>• Sequencing events and summarizing</li> <li>• Making inferences</li> <li>• Visualizing a story</li> </ul> <ul style="list-style-type: none"> <li>• Making inferences and predictions</li> <li>• Size/style of print conveys meaning from author</li> <li>• Rereading to understand</li> <li>• Finding little words in big words</li> <li>• Covered word strategy</li> </ul> <ul style="list-style-type: none"> <li>• Continue to add new wall words and practice decoding skills</li> <li>• Note commas, periods, etc.</li> <li>• Note expression when reading</li> <li>• Rereadings at independent level</li> <li>• Echo reading</li> <li>• Continue to practice sight words quickly and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a child's retelling of stories (may use retelling rubric)</li> </ul> <ul style="list-style-type: none"> <li>• Leveled reading groups</li> <li>• Running records</li> <li>• DRA</li> </ul> <ul style="list-style-type: none"> <li>• Practice sight words in context</li> <li>• Practice sight words on flash cards, on the computer</li> <li>• Timed reading – lists and stories</li> <li>• Fry instant phrases continue</li> </ul>	<ul style="list-style-type: none"> <li>• R.CM01.02, .03, .05, .08</li> <li>• R.MT.01.03, .10</li> <li>• R.NT.01, .03</li> <li>• R.WS.01.12</li> </ul> <ul style="list-style-type: none"> <li>• R.FL.01.03</li> <li>• R.WS.01.07</li> </ul> <ul style="list-style-type: none"> <li>• R.WS.01.06</li> <li>• R.FL.01.01, .02</li> </ul>

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November	Writing	<ul style="list-style-type: none"> <li>• Continue to practice penmanship – forming letters correctly</li> <li>• Begin Lucy Calkins’ Writing for Readers: Teaching skills and Strategies – book 3</li> <li>• Writing for others to read your writing: stretching and writing words, using sight words, spacing, focused small moments stories, writing more, writing and revising with partners, peer editing, more sounds, spelling, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• D’Nealian Practice</li> <li>• Writing prompts</li> <li>• Writing workshop</li> <li>• observations</li> </ul>	<ul style="list-style-type: none"> <li>• W.HW.01.01</li> <li>• W.PR.01.01, .02, .03, .04</li> <li>• W.PS.01.01</li> </ul>

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December	<p>Phonological Awareness</p> <p>Letter Knowledge: Names and Sounds</p> <p>Oral Language</p> <p>Comprehension</p> <p>Reading Strategies</p>	<ul style="list-style-type: none"> <li>• To continue to change ending sounds</li> <li>• To continue to practice segmenting</li> <li>• Digraph: sh, oo</li> <li>• Continue to practice letters and sounds</li> <li>• Contractions</li> <li>• To practice speaking in front of others, quality of voice, word choice</li> <li>• Questions vs. comments</li> <li>• Anger management</li> <li>• Webs/maps on a given topic (ie, family)</li> <li>• Compare/contrast</li> <li>• Cause and effect</li> <li>• Practice a variety of strategies to figure out an unknown word</li> <li>• Using 'skip it and go back'</li> <li>• Using 'backtrack' and reread</li> </ul>	<ul style="list-style-type: none"> <li>• Matching middle sound and pictures</li> <li>• Making words activities</li> <li>• To hear and isolate sounds in a word</li> <li>• Making words</li> <li>• Locate words that begin with blends</li> <li>• Match upper and lower case letters</li> <li>• Saxon Phonics</li> <li>• Author's chair</li> <li>• Show and tell</li> <li>• Second Step Social Skills</li> <li>• Participation</li> <li>• Observation</li> <li>• Leveled reading groups</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.01, .02, .03</li> <li>• R.WS.0.02</li> <li>• S.CN.01.01, .02, .03, .04, .05</li> <li>• R.CM.01.01, .03, .04</li> <li>• R.MT.01.03</li> <li>• R.WS.01.10</li> </ul>



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January	Letter Knowledge: Names and Sounds	Suffixes –less, -ness, -ly <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Introduce: ai, ay</li> <li>• Rules for final ve, final c, vowel y, er, igh</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Able to identify and read words with a beginning cluster</li> <li>• Match the picture to the beginning cluster</li> <li>• Word sorts</li> <li>• Making words</li> <li>• MLPP: Letter ID/Sounds, Phonemic Awareness, Concepts of Print – as needed</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.03, .04, .11</li> </ul>
	High Frequency Words	<ul style="list-style-type: none"> <li>• To read and write all introduced high frequency words</li> <li>• To recognize synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Match synonyms</li> <li>• Ringer words/flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• W.SP.01.02</li> <li>• R.WS.01.05, .06</li> </ul>
	Word Solving Actions	<ul style="list-style-type: none"> <li>• To recognize words quickly</li> <li>• Changing the last letter of a word to make a new word</li> <li>• Noticing word parts/chunks</li> <li>• To change onsets and rimes to make new words</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Magnetic letters</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04, .05, .06</li> </ul>
	Oral Language	<ul style="list-style-type: none"> <li>• Using correct grammar – past tense</li> <li>• To continue to share, question, respond positively and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Class meetings</li> <li>• Author’s chair</li> <li>• Show and tell</li> </ul>	<ul style="list-style-type: none"> <li>• S.CN.01.06</li> <li>• R.CM.01.08</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>• Determining importance in print (fiction and non-fiction)</li> <li>• Comparing similar themes: orally and visually</li> <li>• Using visualization strategy to remember the story</li> <li>• Author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> </ul>	<ul style="list-style-type: none"> <li>• R.CM.01.05, .07</li> <li>• R.IT.01.03, .04</li> <li>• R.MT.01.08, .09</li> <li>• R.NT.01.04</li> <li>• R.WS.01.12</li> </ul>



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February	<p>Letter Knowledge: Names and Sounds</p> <p>Spelling Patterns / Word Structure</p> <p>High Frequency Words</p> <p>Word Meanings &amp; Word Solving Actions</p> <p>Comprehension</p>	<ul style="list-style-type: none"> <li>• Recognizing long and short vowel sounds</li> <li>• R-controlled: ur, ir, ar, or</li> <li>• Long vowels – ow, ee, oa, ea</li> <li>• ch, qu, ow, oi, oy, ea</li> <li>• Dropping rule</li> <li>• Continue to practice and introduce words</li> <li>• Categorizing words that go together</li> <li>• Changing ending parts to make new words and vary meaning</li> <li>• Changing the middle of words</li> <li>• Author’s purpose</li> <li>• Review visualizing strategy</li> <li>• Using combined comprehension strategies to remember a story</li> <li>• Retellings: use story elements of setting, character, problem, solution, and heart of the story</li> <li>• To make and confirm predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting sounds</li> <li>• Identify long vowel sounds</li> <li>• Identify short vowel sounds</li> <li>• Word sorts</li> <li>• Vowel lotto</li> <li>• Saxon Phonics</li> <li>• Making words</li> <li>• Saxon Phonics</li> <li>• Uses in writing</li> <li>• MLPP – Known Words</li> <li>• Student quickly recognizes frequency words</li> <li>• K and 1<sup>st</sup> grade sight word list</li> <li>• Use in writing and reading</li> <li>• Word sorts</li> <li>• DRA</li> <li>• Retellings</li> <li>• DRA</li> <li>• Shape – GO map</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04</li> <li>• R.WS.01.01</li> <li>• R.MT.01.07, .08, .09</li> <li>• R.NT.01.03, .04</li> </ul>



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March	<p>Letter Knowledge</p> <p>Spelling Patterns</p> <p>Oral Language</p> <p>Comprehension</p>	<ul style="list-style-type: none"> <li>• Introduce –tion and soft g</li> <li>• Continue to practice a variety of word families</li> <li>• Digraph: ue, ou, ow, au, aw, oa, ey, ph</li> <li>• Change vowels in words to make new words</li> <li>• Suffix –es</li> <li>• ‘wild colt’ words</li> <li>• closed first syllable</li> <li>• Continue to share, be polite</li> <li>• Summarizing an activity or experience</li> <li>• Responds to classic and contemporary text orally – learning what is quality and literary</li> <li>• Determine – what is quality literature?</li> <li>• Compare texts with similar themes from around the world and draw a conclusion</li> <li>• Continue to determine importance</li> <li>• Fact vs. opinion</li> <li>• More detailed retellings – making connections (expository and narrative)</li> <li>• Visualizing, sequencing, classifying/categorizing</li> </ul>	<ul style="list-style-type: none"> <li>• Saxon Phonics</li> <li>• Student applies the rules in his/her writing</li> <li>• Improved spelling in student writing</li> <li>• Spelling tests</li> <li>• Class meetings</li> <li>• Author’s chair</li> <li>• Show and tell</li> <li>• Ongoing running records</li> <li>• Leveled reading groups</li> <li>• Retellings</li> <li>• Venn diagrams</li> <li>• DRA</li> <li>• Comprehension Focus Correction Areas in writing</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.03, .04, .07</li> <li>• R.WS.01.03, .04, .05, .06</li> <li>• S.CN.01.06</li> <li>• S.DS.01.03</li> <li>• L.CN.01.04</li> <li>• L.RP.01.02</li> <li>• R.CS.01.01</li> <li>• R.NT.01.01, .03, .05</li> <li>• R.IT.01.04</li> <li>• R.CM.01.02, .03, .04, .05, .06</li> <li>• R.MT.01.07, .08</li> <li>• S.DS.01.02</li> <li>• L.RP.01.03</li> </ul>

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March cont.	<p>Fluency</p> <p>Reading Strategies</p> <p>Writing</p> <p>Literacy Attitudes</p>	<ul style="list-style-type: none"> <li>• Practice phrasing</li> <li>• Practice noting punctuation</li> <li>• Practice reading wall words quickly</li> <li>• Continue to model and practice introduced strategies</li> <li>• Fix-up strategies – does what you read make sense?</li> <li>• Begin Lucy Calkins’ Nonfiction Writing – book 6</li> <li>• Introduce ‘how to’ books, clarify, variety of text, using periods, parentheses, colons</li> <li>• Introduce ‘all about’ books, table of contents, structures, labeling diagrams, facts that teach</li> <li>• To recheck goals and revise reading/writing goals and portfolio selections</li> </ul>	<ul style="list-style-type: none"> <li>• Rereadings of leveled books</li> <li>• Listen to children read</li> <li>• Leveled reading groups</li> <li>• Ongoing running records</li> <li>• Focus Correction Areas</li> <li>• Writer’s workshop</li> <li>• Content area writing</li> <li>• portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• R.FL.01.01, .02, .03</li> <li>• R.MT.01.01, .02, .03, .11</li> <li>• W.GN.01.03, .04</li> <li>• R.CM.01.04</li> <li>• R.IT.01.01, .02, .03, .04</li> <li>• W.PR.01.01, .02</li> <li>• R.CS.01.01, .02</li> </ul>

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Language Arts Curriculum Map: First Grade

Month	Content	Skills	Assessments/Resources	GLCE
April	Letter Knowledge & Spelling Patterns	<ul style="list-style-type: none"> <li>• Ghost letter digraphs</li> <li>• Doubling rule</li> <li>• -tch, -dge</li> <li>• ie, ei, ew, wh</li> </ul>	<ul style="list-style-type: none"> <li>• student applies spelling rules in his/her writing</li> <li>• spelling tests</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04</li> <li>• W.SP.01.02</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>• To summarize stories</li> <li>• To compare genre – poems, realistic fiction, ‘all about’ stories</li> <li>• To find supporting details</li> <li>• Introduce Plot of the story</li> <li>• Continue visualizing and rereading to make sense</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to answer comprehension questions</li> <li>• To be able to tell the theme/heart of the story</li> <li>• DRA</li> </ul>	<ul style="list-style-type: none"> <li>• R.CM.01.03</li> </ul>
	Fluency	<ul style="list-style-type: none"> <li>• Reread independent leveled books</li> <li>• Quick reads of high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin WPM assessment</li> <li>• High frequency word assessment</li> </ul>	<ul style="list-style-type: none"> <li>• R.FL.01.01</li> <li>• R.WS.01.06</li> </ul>
	Oral Language	<ul style="list-style-type: none"> <li>• To understand that an idea may be expressed in different ways – serious, humor, story, factual, letter, list, poem, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• S.CN.01.04</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Begin Lucy Calkins’ Poetry: Powerful Thoughts in Tiny Packages – book 7</li> <li>• Seeing with poet’s eyes, listening for line breaks, music in poetry, powerful thoughts, ingredients of a poem, showing not telling, poetic language, precise words, metaphors</li> </ul>	<ul style="list-style-type: none"> <li>• Student selected writing sample for building-wide prompt</li> <li>• Writer’s workshop</li> <li>• Focus Correction Areas</li> </ul>	<ul style="list-style-type: none"> <li>• W.GN.01.02</li> <li>• W.PS.01.01</li> </ul>

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Month	Content	Skills	Assessments/Resources	GLCE
May/June	Letter Knowledge	<ul style="list-style-type: none"> <li>• Suffixes –er, -est, -ufl</li> <li>• Prefixes un-, pre-, dis-</li> <li>• Review: consonant digraphs, vowel digraphs, combinations, affixes, diphthongs, syllables, trigraphs, spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>• Making words</li> <li>• Applying skills in student writing</li> <li>• Word sorts</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.04</li> </ul>
	Oral Language	<ul style="list-style-type: none"> <li>• Using –ed and contractions in our oral language</li> <li>• Students help select their portfolio items and explain why</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	Comprehension	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Retell a story using details, feelings, connections, story elements, and sequence</li> <li>• Sequencing focusing on the plot of the story</li> <li>• To tell the main idea with supporting details</li> <li>• Practice recognizing theme</li> <li>• Put yourself in the characters’ shoes</li> <li>• Inferences and predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Retellings</li> <li>• Story maps, graphic organizers</li> <li>• Shape – GO map</li> <li>• DRA</li> </ul>	<ul style="list-style-type: none"> <li>• R.CM.01.03, .06</li> <li>• R.MT.01.07</li> </ul>
	Fluency	<ul style="list-style-type: none"> <li>• To read fluently at their independent reading level</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency rubric</li> <li>• Leveled reading groups</li> </ul>	<ul style="list-style-type: none"> <li>• R.WS.01.05</li> <li>• R.FL.01.01, .02</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Review previously taught skills as needed</li> <li>• To write a story with details, adjectives, feeling, story elements, and a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s workshop</li> <li>• Writing folder</li> <li>• Completed portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• W.GN.01.02</li> </ul>

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