

AuSable Primary
Language Arts Curriculum Map: First Grade

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

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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"> • Pretell/retell routines • Good manners, empathy • Listening and responding to classmates • Review words introduced in Kindergarten • To predict based on title and cover of book • To make connections (text-to-text, text-to-self, text-to-world) • Retell with props • Model strategies: predicting, picture clues • Can print first and last name • Begin Lucy Calkins' Launching the Writing Workshop – book 1 • 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 	<ul style="list-style-type: none"> • Observations • Class meetings • Second Step Social Skills • List student predictions before reading book – check predictions during reading • Journals • Daily Writing 	<ul style="list-style-type: none"> • L.CN.01.01, .04 • R.WS.01.06 • R.MT.01.04 • R.CM.01.01, .02, .04 • R.MT.01.03, .11 • W.HW.01.01 • W.SP.01.02 • W.GN.01.01 • W.PR.01.01, .02 • W.AT.01.01

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

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

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

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November	Writing	<ul style="list-style-type: none"> • Continue to practice penmanship – forming letters correctly • Begin Lucy Calkins’ Writing for Readers: Teaching skills and Strategies – book 3 • 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 	<ul style="list-style-type: none"> • D’Nealian Practice • Writing prompts • Writing workshop • observations 	<ul style="list-style-type: none"> • W.HW.01.01 • W.PR.01.01, .02, .03, .04 • W.PS.01.01

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

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

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

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

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

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April	Letter Knowledge & Spelling Patterns	<ul style="list-style-type: none"> • Ghost letter digraphs • Doubling rule • -tch, -dge • ie, ei, ew, wh 	<ul style="list-style-type: none"> • student applies spelling rules in his/her writing • spelling tests • Saxon Phonics 	<ul style="list-style-type: none"> • R.WS.01.04 • W.SP.01.02
	Comprehension	<ul style="list-style-type: none"> • To summarize stories • To compare genre – poems, realistic fiction, ‘all about’ stories • To find supporting details • Introduce Plot of the story • Continue visualizing and rereading to make sense 	<ul style="list-style-type: none"> • Student is able to answer comprehension questions • To be able to tell the theme/heart of the story • DRA 	<ul style="list-style-type: none"> • R.CM.01.03
	Fluency	<ul style="list-style-type: none"> • Reread independent leveled books • Quick reads of high frequency words 	<ul style="list-style-type: none"> • Houghton Mifflin WPM assessment • High frequency word assessment 	<ul style="list-style-type: none"> • R.FL.01.01 • R.WS.01.06
	Oral Language	<ul style="list-style-type: none"> • To understand that an idea may be expressed in different ways – serious, humor, story, factual, letter, list, poem, etc. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • S.CN.01.04
	Writing	<ul style="list-style-type: none"> • Begin Lucy Calkins’ Poetry: Powerful Thoughts in Tiny Packages – book 7 • 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 	<ul style="list-style-type: none"> • Student selected writing sample for building-wide prompt • Writer’s workshop • Focus Correction Areas 	<ul style="list-style-type: none"> • W.GN.01.02 • W.PS.01.01

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

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