

DRAFT

### What are the Listening and Learning Domains?

Beyond the necessary mastery of basic decoding skills, the ability to comprehend what is read is very much dependent upon both language and content knowledge. General language competence along with domain-specific knowledge and vocabulary are essential if students are to understand the words and sentences they are decoding.

The Listening and Learning Strand lessons, comprised of read-alouds and oral language exercises, build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. At each grade level, approximately 150 lessons are divided into 12 domains. Each domain is dedicated to a particular topic or theme and consists of read-alouds that the teacher shares with students in a large group setting over the course of 10-15 days of instruction. In alignment with the Common Core Standards, the topics addressed in these domains go well beyond standard kindergarten language arts fare and include important historical and scientific content.

The Listening and Learning read-alouds allow students to build cumulative knowledge and vocabulary about a specific domain both within and across grade levels. Content Specific Objectives and Language Arts Objectives are identified for every domain and every lesson. While most of the read-alouds have been written and illustrated specifically for the Core Knowledge Language Arts program, topic-specific trade book titles are also an integral part of each domain.

**Each domain includes student outcomes that address, in an ongoing fashion, the following NYSP12 ELA standards:**

**Reading Standards:** RL.1.11, RF1.1

**Writing Standards:** W.1.1, W.1.5, W.1.6, W.1.11

**Speaking and Listening Standards:** SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

**Language Standards:** L.1.4, L.1.5, L.1.6

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### Domain 1: Different Lands, Similar Stories

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This domain will introduce your students to three classic folktales that have been favorites with children for generations, as well as variations of these folktales from different lands or countries. By listening to these classics, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons from these classic folktales. For example, after listening to three Little Red Riding Hood variations, students will have heard and should be able to understand the importance of not talking to strangers.

This domain is best understood in thirds. The first three read-alouds are all variations of the Little Red Riding Hood folktale, beginning with the classic version from France and followed by variations set in China and Ghana. Lessons 4–6 are all variations on the theme of supernaturally small characters and include the classic Tom Thumb version from England, followed by a variation from Denmark, and another from Japan. The

last three lessons are variations of the Cinderella folktale. The first variation is set in Africa and the second—presented in two lessons—is from Ireland. Reading these folktales will help students develop a strong foundation for their understanding and enjoyment of similar stories from different lands.

**Key Standards:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.5, RF.1.2 c & d, RF.1.3 b & g, RF.1.4 a, b & c, W.1.1.3, SL.1.1 d, L.1.1, L.1.2

**Builds on Prior Domains:**

*The Five Senses (Kindergarten)*

**Central Texts:**

*Little Red Riding Hood; Lon Po Po; Pretty Salma; Tom Thumb; Thumbelina; Issun Boshi: One-Inch Boy; Mufaro’s Beautiful Daughters; The Irish Cinderlad, Part I; The Irish Cinderlad, Part II*

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**Domain 2: Fables and Stories**

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This domain will introduce your students to fables and stories that have delighted generations. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy. For example, a student who has listened to *The Wolf in Sheep’s Clothing* in this grade will be prepared to later understand a newspaper writer who characterizes a corrupt politician as “a wolf in sheep’s clothing.”

In the first six read-alouds of the anthology, your students will listen to some well-known fables, which are special types of fiction that teach morals or important lessons. Listening to fables such as *The Boy Who Cried Wolf*, *The Goose and the Golden Eggs*, and *The Fox and the Grapes* will help students learn the elements of this genre. In the last six read-alouds, they will be introduced to classic folktales, such as *Medio-Pollito (The Little Half-Chick)* and *It Could Always Be Worse*, and will develop an understanding In the first six read-alouds of the anthology, your students will listen to some well-known fables, which are special types of fiction that teach morals or important lessons. Listening to fables such as *The Boy Who Cried Wolf*, *The Goose and the Golden Eggs*, and *The Fox and the Grapes* will help students learn the elements of this genre. In the last six read-alouds, they will be introduced to classic folktales, such as *Medio-Pollito (The Little Half-Chick)* and *It Could Always Be Worse*, and will develop an understanding of different types of fiction. Reading these fables and stories will help first-grade students develop a strong foundation for the understanding and enjoyment of fiction.

**Key Standards:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RL.1.11, RI.1.5, RF.1.2 a, b, c & d, RF.1.3 a, b, f & g, W.1.3, W.1.7, W.1.8, SL.1.1 d, L.1.1, L.1.2

**Builds on Prior Domains:**

*Nursery Rhymes and Fables (Kindergarten); Stories (Kindergarten)*

**Central Texts:**

*The Boy Who Cried Wolf; The Maid and the Milk Pail; The Goose and the Golden Eggs; The Dog in the Manger; The Wolf in Sheep's Clothing; The Fox and the Grapes; The Little Half-Chick (Medio-Pollito); It Could Always Be Worse; The Tale of Peter Rabbit; Anansi and the Moss-Covered Rock; The Classic Tales of Brer Rabbit: Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch; The Classic Tales of Brer Rabbit: Brer Fox Goes Hunting*

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**Domain 3: The Human Body**

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The primary focus of the first half of this domain is to provide students with a basic introduction to the human body. An interactive approach is taken in the first six read-alouds. Students will be asked to explore and make discoveries about their own bodies. They will be introduced to a network of body systems, comprised of organs that work together to perform a variety of vitally important jobs. They will learn the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. The narrator of these read-alouds, a rhyming pediatrician, will share rhymes that reinforce basic facts that students are expected to learn.

The second half of this domain focuses upon care and maintenance of the human body. Students will learn that germs may cause disease, as well as how to help stop the spread of germs. They will be introduced to two men, Edward Jenner and Louis Pasteur, whose discoveries aided in the cure of diseases. Students will be taught six keys to health—eat well, exercise, sleep, keep clean, have checkups, and get vaccinated. By using the food pyramid to create their own meals, they will also learn the importance of a well-balanced diet. This domain will provide students with the rudimentary lessons they need in order to develop healthy living habits. They will review and extend their learning in future grades.

**Key Standards:** RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, RF.1.2 a, b, c & d, RF.1.3 b, c, g, RF.1.4 a, b, W.1.2, W.1.3, W.1.7, W.1.8, L.1.1, L.1.2

**Builds on Prior Domains:**

*The Five Senses (Kindergarten)*

**Central Texts:**

*Everybody Has a Body; The Body's Framework; Marvelous Moving Muscles; Chew, Swallow, Squeeze, and Churn; The Body's Superhighway; Control Central: The Brain; Dr. Welbody's Heroes; Six Keys to Health; The Pyramid Pantry; What a Complicated Network!*

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#### Domain 4: Early World Civilizations

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This domain will introduce your students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and other practices, such as writing and religion. It should be noted that the word “civilization,” as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Specifically, students will start their study in the ancient Middle East with Mesopotamia. They will learn about the importance of the Tigris and Euphrates Rivers, the development of cuneiform as the earliest form of writing, the first codification of laws known as the Code of Hammurabi, as well as the significance of gods and goddesses in the “cradle of civilization.”

Students will be able to make comparisons and contrasts between that region and ancient Egypt, which they will study next. They will learn about the importance of the Nile River, the use of hieroglyphs as the way of writing, the rise of pharaohs, including Tutankhamun and Hatshepsut, the building of the Sphinx and pyramids, as well as the significance of mummification and the afterlife for ancient Egyptians.

In the first two parts of the domain, we introduce the concept of religion (polytheism) in Mesopotamia and ancient Egypt as one of the major shaping forces of those civilizations. The end of the domain provides a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in only one God. The first read-aloud on religion acts as an introduction for the next three and connects the knowledge presented to what students have already learned about the early civilizations of Mesopotamia and Egypt. This part of the domain will help provide students a basic vocabulary for understanding many events and ideas in history throughout later grades. **Since this is a sensitive topic, we highly recommend that you read our disclaimer found on pp. 141–142 and also send home the parent letter (Instructional Master 13B-1 on pp. 209–210) well in advance of teaching this last section of the domain.**

Students will build in later grades upon the knowledge of civilizations and religions that they gain by listening to and discussing the read-alouds in this domain; the concepts and factual information that they learn now will serve as building blocks for exploration of other world civilizations.

**Key Standards:** RL.1.9, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RF.1.2 c & d, RF.1.3 b, d, f & g, RF.1.4 a, b, c, W.1.2, W.1.3, W.1.7, W.1.8, SL.1.1 d, L.1.1, L.1.2

**Builds on Prior Domains:**

*Farms (Kindergarten)*

**Central Texts:**

*A Father and His Son in Mesopotamia; Writing in Mesopotamia; The Religion of Babylon; The Hanging Gardens of Babylon; People of the Nile; Writing in Ancient Egypt; Amon-Ra and the Gods of Ancient Egypt; Approaching the Great Pyramid; The Sphinx; The Story of Hatshepsut; Tutankhamun, The Golden Pharaoh, Part I; Tutankhamun, The Golden Pharaoh, Part II; Three World Religions; Judaism; Christianity; Islam*

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### Domain 5: Early American Civilizations

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The domain begins with two read-alouds about hunters who wandered over a land bridge linking Asia to North America, explaining to students how the first people of the Americas arrived. Students will learn that a shift occurred among early peoples, from hunting and gathering to farming. The domain continues with a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements. Specifically, students will learn about the ancient Mayan city of Baakal and about the Mayan king, Pakal II. Students will also learn about Moctezuma, the Aztec ruler and about the Aztec city of Tenochtitlan. For the Inca, students will hear about the city of Machu Picchu and the role the Inca runners played in Incan society. Last, students will learn that much of what we know about the Maya, the Aztec, and the Inca today is due to the work of archaeologists.

If students have already studied civilizations in the Early World Civilizations domain for this grade, you may wish to make connections to the Mesopotamian and Ancient Egyptian civilizations. In later grades, students will build upon the knowledge of civilizations that they gain by listening to and discussing the read-alouds in this domain; the concepts and factual information that they learn now will also serve as building blocks for later, more in-depth, learning.

**Key Standards:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, RF.1.2 c & d, RF.1.3 a, b, d, e, f & g, RF.1.4 a, b & c, W.1.2, W.1.3, W.1.7, W.1.8, SL.1.1 d, L.1.1, L.1.2

**Builds on Prior Domains:**

*Kings and Queens (Kindergarten)*

**Central Texts:**

*The Hunters; The Land Bridge; A Harvest and a Hurricane; Journey to Baakal; King Pakal's Tomb; The Festival of the First Star; The Legend of the Eagle and the Serpent; The Floating Gardens of Xochimilco; In the Palace of an Emperor; Cortés's Letter ; Who Were the Inca?; The Runner; Machu Picchu: A Lucky Discovery*

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### Domain 6: Astronomy

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In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and the other planets relate to the earth (given its position in space)<sup>3</sup>. In the early read-alouds, they will learn that the sun is a giant star as well as a source of light, heat, and

energy for the earth. They will also learn about the earth's orbit around the sun, and how the earth's own rotation on its axis leads to the phenomenon of day and night.

Part of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the space race, the Apollo missions, and what it takes to be an astronaut. Students will get a good introduction to the basics of astronomy; those in Core Knowledge schools will review and extend their learning about the solar system in much greater depth in the third grade.

**Key Standards:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, RF.1.2 a, c & d, RF.1.3 b, c, d, e & g, RF.1.4 a, b & c, W.1.2, W.1.3, W.1.7, W.1.8, L.1.1, L.1.2

**Builds on Prior Domains:**

*Seasons and Weather (Kindergarten); Taking Care of the Earth (Kindergarten)*

**Central Texts:**

*Introduction to the Sun and Space; The Earth and the Sun; Stars; Stargazing and Constellations; Wynken, Blynken, and Nod; The Moon; History of Space Exploration and Astronauts; Exploration of the Moon; The Solar System, Part I; The Solar System, Part II*

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**Domain 7: Animals and Habitats**

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This domain will introduce your students to the wonder of the natural world, focusing on the interconnectedness of all living things with one another and their physical environment. Students will learn what a habitat is, and will learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain. In later grades, students will build upon the knowledge of habitats and animals that they will have gained by listening to and discussing the read-alouds in this domain; the concepts and factual information that they learn now will serve as the basis for later in-depth understanding of increasingly detailed and sophisticated biological taxonomies, the interdependence of all of nature and its fragile balance, as well as an appreciation of the role that human beings must assume to protect the world in which they live.

**Key Standards:** RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, W.1.2, W.1.3, W.1.7, W.1.8

**Builds on Prior Domains:**

*Plants (Kindergarten); Farms (Kindergarten); Seasons and Weather (Kindergarten); Taking Care of the Earth (Kindergarten)*

**Central Texts:**

*What Is a Habitat?; The Arctic Tundra; The Arctic Ocean; The Sonoran Desert; The East African Savanna; Animals of the East African Savanna; The Temperate Deciduous Forest; Animals of the Temperate Deciduous Forest; The Tropical Rainforest; Animals of the Tropical Rainforest; The Freshwater Habitat; The Saltwater Habitat; Animals of the Saltwater Habitat; Habitat Destruction and Endangered Species*

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### Domain 8: Fairy Tales

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This domain will introduce your students to fairy tales that have been favorites with children for generations. Your students will learn about the elements of fairy tales that distinguish them from other types of fiction. They will also learn that fairy tales have the elements of character, plot, and setting that are found in other types of fiction. By becoming familiar with particular fairy tales, students will be able to add these tales to their repertoire of stories that they are able to orally retell.

Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

**Key Standards:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10, W.1.2, W.1.3, W.1.7, W.1.8

**Builds on Prior Domains:**

*Nursery Rhymes and Fables (Kindergarten); Stories (Kindergarten); Kings and Queens (Kindergarten)*

**Central Texts:**

*Sleeping Beauty; Rumpelstiltskin; Rapunzel; The Princess and the Pea; The Frog Prince, Part I; The Frog Prince, Part II; Puss-in-Boots, Part I; Puss-in-Boots, Part II; Hansel and Gretel, Part I; Hansel and Gretel, Part II; Jack and the Beanstalk, Part I; Jack and the Beanstalk, Part II*

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### Domain 9: The History of the Earth

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In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of the various layers. Students will also learn about some of the earliest plants and animals that lived on the earth. The first read-alouds in the domain focus on the geographical features of the earth's surface and the layers of the earth. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will also learn how occurrences such as volcanoes and geysers give information about the layers of the earth.

The middle read-alouds focus on minerals and rocks. Students will learn about the importance of rocks and minerals in their daily lives. They will also learn about the three types of rocks and characteristics of each type. Students will also learn how rocks and minerals are taken from the earth's crust to be used by people.

The final read-alouds focus on the history of living things on the earth. Students will learn that dinosaurs once roamed the earth, but are now extinct. Students will also learn about fossils and their importance in giving us knowledge about the history of living things on the earth.

Students will get a good introduction to the basics of geology and paleontology, and those in Core Knowledge schools will review and extend their learning about the earth in much greater depth in the fourth grade.

**Key Standards:** RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.8, RI.1.9, RI.1.10, W.1.2, W.1.3, W.1.7, W.1.8L.1.1

**Builds on Prior Domains:**

*Plants (Kindergarten); Taking Care of the Earth (Kindergarten)*

**Central Texts:**

*Our Home, Earth; The Earth Inside-Out, Part I; The Earth Inside-Out, Part II; The Earth Inside-Out, Part III; Minerals; The Three Types of Rocks; Ores, Mining, and Quarries; Fossils; Dinosaurs; The Fossils of La Brea Tar Pits*

Grade 1 ELA Curriculum Map: Listening and Learning Strand  
 See also, Grade 1 ELA Curriculum Map: Skills Strand

TIMELINE:	Aug	Aug – Sep	Oct	Oct – Nov	Nov – Dec	Dec – Jan	Jan – Feb	Feb – March	March	April	Apr – May	May – Jun
Common Core State Standards (Grade 1)	Domain 1: Fables and Stories	Domain 2: Human Body: Systems, Germs, etc.	Domain 3: Similar Stories...	Domain 4: Early World Civilizations	Domain 5: Early American Civilizations	Domain 6: Mozart and Music	Domain 7: Astronomy	Domain 8: History of the Earth	Domain 9: Animals and Habitats	Domain 10: Fairy Tales	Domain 11: Birth of Our Nation	Domain 12: Frontier Explorers
<b>Reading Standards for Literature K–5</b>												
KEY IDEAS AND DETAILS												
<b>RL1.1</b> Ask and answer questions about key details in a text.	✓		✓		✓		✓			✓		
<b>RL1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓		✓		✓		✓			✓		
<b>RL1.3</b> Describe characters, settings, and major events in a story, using key details.	✓		✓		✓		✓			✓		
CRAFT AND STRUCTURE												
<b>RL1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓		✓		✓		✓			✓		
<b>RL1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	✓		✓		✓		✓			✓		
<b>RL1.6</b> Identify who is telling the story at various points in a text.	✓		✓				✓					✓
INTEGRATION OF KNOWLEDGE AND IDEAS												
<b>RL1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	✓		✓		✓		✓			✓		
<b>RL1.8</b> (Not applicable to literature)												

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Common Core State Standards (Grade 1)	Domain 1: Fables and Stories	Domain 2: Human Body: Systems, Germs, etc.	Domain 3: Similar Stories...	Domain 4: Early World Civilizations	Domain 5: Early American Civilizations	Domain 6: Mozart and Music	Domain 7: Astronomy	Domain 8: History of the Earth	Domain 9: Animals and Habitats	Domain 10: Fairy Tales	Domain 11: Birth of Our Nation	Domain 12: Frontier Explorers
<b>RL1.9</b> Compare and contrast the adventures and experiences of characters in stories.	✓		✓	✓	✓	✓	✓			✓	✓	✓
(a)			(a)	(a)	(a)	(a)	(a)			(a)	(a)	(a)
<b>(NY) a. With prompting and support, students will make cultural connections to text and self.</b>												
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY												
<b>RL1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓		✓				✓			✓		
<b>(NY)RESPONDING TO LITERATURE</b>												
<b>(NY)RL1.11</b> Make connections between self, text and the world around them (text, media, social interaction).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Reading Standards for Informational Text K–5</b>												
KEY IDEAS AND DETAILS												
<b>RI1.1</b> Ask and answer questions about key details in a text.		✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>RI1.2</b> Identify the main topic and retell key details of a text.		✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>RI1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓		✓	✓	✓	✓	✓	✓		✓	✓
CRAFT AND STRUCTURE												
<b>RI1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		✓		✓	✓	✓	✓	✓	✓		✓	✓

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<b>Common Core State Standards (Grade 1)</b>	Domain 1: Fables and Stories	Domain 2: Human Body: Systems, Germs, etc.	Domain 3: Similar Stories...	Domain 4: Early World Civilizations	Domain 5: Early American Civilizations	Domain 6: Mozart and Music	Domain 7: Astronomy	Domain 8: History of the Earth	Domain 9: Animals and Habitats	Domain 10: Fairy Tales	Domain 11: Birth of Our Nation	Domain 12: Frontier Explorers
<b>RI1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.												
<b>RI1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>												
<b>RI1.7</b> Use the illustrations and details in a text to describe its key ideas.		✓		✓	✓	✓	✓		✓		✓	✓
<b>RI1.8</b> Identify the reasons an author gives to support points in a text.		✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>RI1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>												
<b>RI1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.		✓		✓	✓	✓	✓	✓	✓		✓	✓
<b>Reading Standards: Foundational Skills (K–5)</b>												
<b>PRINT CONCEPTS</b>												
<b>RF1.1</b> Demonstrate understanding of the	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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Common Core State Standards (Grade 1)	Domain 1: Fables and Stories	Domain 2: Human Body: Systems, Germs, etc.	Domain 3: Similar Stories...	Domain 4: Early World Civilizations	Domain 5: Early American Civilizations	Domain 6: Mozart and Music	Domain 7: Astronomy	Domain 8: History of the Earth	Domain 9: Animals and Habitats	Domain 10: Fairy Tales	Domain 11: Birth of Our Nation	Domain 12: Frontier Explorers
organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
PHONOLOGICAL AWARENESS												
<b>RF1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).												
PHONICS AND WORD RECOGNITION												
<b>RF1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds.												

**Grade 1 ELA Curriculum Map: Listening and Learning Strand**  
**See also, Grade 1 ELA Curriculum Map: Skills Strand**

TIMELINE:	Aug	Aug – Sep	Oct	Oct – Nov	Nov – Dec	Dec – Jan	Jan – Feb	Feb – March	March	April	Apr – May	May – Jun
<b>Common Core State Standards (Grade 1)</b>	Domain 1: Fables and Stories	Domain 2: Human Body: Systems, Germs, etc.	Domain 3: Similar Stories...	Domain 4: Early World Civilizations	Domain 5: Early American Civilizations	Domain 6: Mozart and Music	Domain 7: Astronomy	Domain 8: History of the Earth	Domain 9: Animals and Habitats	Domain 10: Fairy Tales	Domain 11: Birth of Our Nation	Domain 12: Frontier Explorers
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.												
e. Decode two-syllable words following basic patterns by breaking the words into syllables.												
f. Read words with inflectional endings.												
g. Recognize and read grade-appropriate irregularly spelled words.												
<b>FLUENCY</b>												
<b>RF1.4</b> Read emergent-reader texts with purpose and understanding.												
a. Read on-level text with purpose and understanding.												
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.												
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.												
<b>Writing Standards K–5</b>												
<b>TEXT TYPES AND PURPOSES</b>												
<b>W1.1</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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<b>W1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		✓		✓	✓	✓	✓	✓	✓	✓		
<b>W1.3</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>PRODUCTION AND DISTRIBUTION OF WRITING</b>												
<b>W1.4</b> (Begins in grade 3)												
<b>W1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>W1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>												
<b>W1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>W1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

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<b>W1.9</b> (Begins in grade 4)												
RANGE OF WRITING												
<b>W1.10</b> (Begins in grade 3)												
<b>(NY)RESPONDING TO LITERATURE</b>												
<b>(NY)W1.11</b> Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Speaking and Listening Standards K–5</b>												
COMPREHENSION AND COLLABORATION												
<b>SL1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
c. Ask questions to clear up any confusion about the topics and texts under discussion.	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
<b>(NY) d. Seek to understand and communicate with individuals from different cultural backgrounds.</b>	(d)		(d)	(d)	(d)							

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<b>SL1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>SL1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>												
<b>SL1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>SL1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>SL1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 on page 26 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Standards K–5</b>												
<b>CONVENTIONS OF STANDARD ENGLISH</b>												
<b>L1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓				
a. Print all upper- and lowercase letters. b. Use common, proper, and progressive nouns.	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)				

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c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)				
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)				
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)				
f. Use frequently occurring adjectives.	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)				
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)				
h. Use determiners (e.g., articles, demonstratives).	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)				
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)				
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)				
<b>L1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												
a. Capitalize dates and names of people.												
b. Use end punctuation for sentences.												
c. Use commas in dates and to separate single words in a series.												

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d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.												
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.												
<b>KNOWLEDGE OF LANGUAGE</b>												
<b>L1.3 (Begins in grade 2)</b>												
<b>VOCABULARY ACQUISITION AND USE</b>												
<b>L1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
a. Use sentence-level context as a clue to the meaning of a words or phrase.	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
a. Use sentence-level context as a clue to the meaning of a words or phrase.	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
b. Use frequently occurring affixes as a clue to the meaning of a word.												
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).												
<b>L1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
a. Sort common objects into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		(a)		(a)	(a)	(a)	(a)	(a)	(a)			

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b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)
<b>L1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓