

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

The Skills Strand

To be literate, a person must be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If a person cannot decode the words on the page, she will not be able to achieve literacy, no matter how much oral language and background knowledge she may have.

The Skills Strand of the Core Knowledge program teaches the mechanics of both reading and writing, i.e., how to decode and encode written English. It is based on the most current research in cognitive science on reading and writing. Learning to read and write is neither natural nor easy. Young children are most successful in acquiring the necessary decoding and encoding skills when they are explicitly and systematically taught phonics.

The Skills Strand in Grade 1 requires 60 minutes of daily instruction. Reading and writing are taught in tandem, since they are inverse processes. English writing involves making “pictures of sounds”, i.e., learning to write letters; reading involves translating those “pictures” back into sounds and blending the sounds to make words.

In Grade 1, students continue to expand their knowledge of the English code, learning to read words composed of the advanced code, as well as two syllable words. By the end of Grade 1, students are reading increasingly challenging text.

In Grade 1, students also will begin learning about the structure of the English language, grammar and the parts of speech. They will also be introduced to a systematic writing process – Plan, Draft, Edit, and Publish - as they practice writing descriptive narrative pieces, as well as persuasive writing.

| Grade 1 Skills Units | Length | Month |
|---|---------|-------------------|
| Unit 1: Review of K Basic Code Letter-Sound Correspondence (consonants and short vowels) and Sight Words | 4 weeks | August/September |
| Unit 2: Review of Basic Code Letter-Sound Correspondence (long vowels – final E and vowel team ‘ee’) | 3 weeks | September/October |
| Unit 3: Basic Code and Tricky Spellings: More Vowel Teams and Spellings (/oo/ spelled ‘oo’ as in soon, /oo/ spelled ‘oo’ as in look, /ou/ spelled ‘ou’ as in shout, /oi/ spelled ‘oi’ as in oil, /aw/ spelled ‘aw’ as in paw) | 3 weeks | October/November |
| Unit 4: R - Controlled Vowels (er/ spelled ‘er’ as in <i>her</i> /ar/ spelled ‘ar’ as in <i>art</i> , /or/ spelled ‘or’ as in <i>for</i>) | 3 weeks | November/December |
| Unit 5: Consonant Spelling Alternatives (‘tch’ for /ch/ ‘g’ for /j/, ‘wr’ for /r/) | 3 weeks | December/January |
| Unit 6: Consonant Spelling Alternatives (s/ spelled ‘c’, /n/ spelled ‘kn,’ /w/ spelled ‘wh’) | 4 weeks | February |
| Unit 7: Vowel Teams and Vowel Spelling Alternatives (/ae/ spelled as ‘a’, ‘ai’ and ‘ay’; /oe/ spelled as ‘o’, ‘oe’, ‘oa’, and ‘ow’) | 5 weeks | March/April |
| Unit 8: More Vowel Teams and Spelling Alternatives (/ie/ spelled ‘i_e’, ‘i’, ‘igh’, ‘ie’, and ‘y’ and /ee/ spelled ‘ee’, ‘e’, ‘ea’, ‘ey’, ‘y’, ‘i’, and ‘ie’) | 6 weeks | May/June |

CCSS-ELA standards are listed for a given Core Knowledge Skills unit only when instructional practice during that unit explicitly addresses a given standard. Please note the following:

- Speaking and Listening Standard SL.1.1., (*Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups*), and SL.1.6., (*Produce complete sentences when appropriate to task and situation*), are listed only in Unit 1, with the understanding that these standards will be reinforced throughout all remaining units during the year.
- Language Standard L.1.1. (*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking*), with its various related standards, is listed in Unit 1, with the understanding that *oral* practice in speaking will be reinforced throughout all units during the year. However, when instructional practice in a particular unit explicitly addresses *written* grammar and usage, the appropriate standard is specifically re-listed for that unit.
- Language Standard L.1.2. (*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing*) with its various related standards, is listed in the very first unit in which it is explicitly addressed. Though not explicitly listed in subsequent units, it is understood that this standard will be reinforced throughout all remaining units during the year.

Overview of Grade 1 Core Knowledge Units as Aligned to CCSS-ELA

| Grade 1 | |
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| Unit | CCSS ELA |
| <p>Unit 1: : Review of K Basic Code Letter-Sound Correspondence (consonants and short vowels) and Sight Words</p> <p>Unit 1 reviews the majority of sounds, spellings and sight words taught in the ten kindergarten units. The pace is designed for students who already know most of these letter-sound correspondences and just need a review after the summer break.</p> <p>They will read decodable stories which are written using only those words containing the sound spellings that they have been taught, along with previously taught sight words. After reading each story, students will discuss and answer both literal and inferential comprehension questions.</p> <p>Students also will begin learning about the structure of the English language, grammar and the parts of speech; in this unit they will learn to identify nouns.</p> <p>Central Text: <i>Snap Shots</i> Student Reader (text is original Core Knowledge work)</p> | <p>RF1. 1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment a spoken single-syllable word into their complete sequence of individual sounds (phonemes).</p> <p>RF1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondence for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF1. 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self correct word recognition and understanding, rereading if necessary</p> <p>RL1.1 Ask and answer questions about key details in a text</p> <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1. 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL.1.1. 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>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home;</p> |

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

| Grade 1 | |
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| Unit | CCSS ELA |
| <p>Unit 1 (continued)</p> | <p>Tomorrow I will walk home).</p> <ul style="list-style-type: none"> f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> b. Use end punctuation for sentences. 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. <p>L.1.4. 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.1.6. 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>).</p> |
| <p>Unit 2: : Review of Basic Code Letter-Sound Correspondence (long vowels – final E and vowel team ‘ee’)</p> <p>In this unit, students review the long vowel sounds and the most common (or least ambiguous) spelling for each sound:</p> <ul style="list-style-type: none"> /ee/ spelled ‘ee’ as in seed /ae/ spelled ‘a_e’ as in cake /ie/ spelled ‘i_e’ as in line /oe/ spelled ‘o_e’ as in hope /ue/ spelled ‘u_e’ as in cube <p>Students will continue to read decodable texts to build fluency and understanding and will also continue their study of nouns as parts of speech.</p> <p>Central Text: <i>Gran</i> Student Reader (text is original Core Knowledge work)</p> | <p>RF1. 1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>RF1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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 a spoken single-syllable word into their complete sequence of individual sounds (phonemes). <p>RF1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondence 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. g. Recognize and read grade-appropriate irregularly spelled words. <p>RF1. 4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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 if necessary <p>RL1.1 Ask and answer questions about key details in a text</p> <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> |

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

| Grade 1 | |
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| Unit | CCSS ELA |
| Unit 2 (<i>continued</i>) | <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1. 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. <p>L.1.4. 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.1.6. 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>).</p> |
| <p>Unit 3: Basic Code and Tricky Spellings: More Vowel Teams and Spellings</p> <p>In this unit students are introduced to five additional vowel sounds and the most common (or least ambiguous) spelling for each sound:</p> <ul style="list-style-type: none"> /oo/ spelled ‘oo’ as in soon /oo/ spelled ‘oo’ as in look /ou/ spelled ‘ou’ as in shout /oi/ spelled ‘oi’ as in oil /aw/ spelled ‘aw’ as in paw <p>Students will continue to read decodable stories to build fluency; in this unit, they will read adaptations of many classic fables. Students will also continue to extend their understanding of the English language through grammar exercises focused on nouns and verbs.</p> <p>Central Text: <i>Fables</i> Student Reader (text is original Core Knowledge work)</p> | <p>RF1. 1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>RF1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. a. 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 a spoken single-syllable word into their complete sequence of individual sounds (phonemes). <p>RF1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondence 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. g. Recognize and read grade-appropriate irregularly spelled words. <p>RF1. 4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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 if necessary <p>RL1.1 Ask and answer questions about key details in a text</p> <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1. 9. Compare and contrast the adventures and experiences of characters in stories.</p> |

| Grade 1 | |
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| Unit | CCSS ELA |
| <p>Unit 3 (continued)</p> | <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.4. 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.1.6. 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>).</p> |
| <p>Unit 4: R-Controlled Vowels</p> <p>In this unit students learn the sounds that are sometimes called the /r/-controlled vowel sounds and the most common (or least ambiguous) spelling for each sound:</p> <p>/er/ spelled ‘er’ as in <i>her</i></p> <p>/ar/ spelled ‘ar’ as in <i>art</i></p> <p>/or/ spelled ‘or’ as in <i>for</i></p> <p>Students will also begin decoding two syllable words in this unit. In addition, they will be introduced to inflectional endings, including the use of the ‘s’ and ‘es’ to create plurals and the use of ‘ed’ as a past tense marker. In grammar, students will continue to work with nouns and verbs and will also learn about adjectives as a new part of speech.</p> <p>Students will also continue to read decodable text. Unlike the fictional text of earlier units, the reading selections in this unit are informational text that describe various zoo animals.</p> <p>Central Text: <i>Green Fern Zoo</i> Student Reader (text is original Core Knowledge work)</p> | <p>RF1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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). <p>RF1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondence 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. 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. <p>RF1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding, rereading if necessary 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 <p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> |

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

| Grade 1 | |
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| Unit | CCSS ELA |
| <p>Unit 4 (continued)</p> | <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>L.1.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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>). f. Use frequently occurring adjectives. j. Produce/ expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.4. 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.1.6. 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>).</p> |
| <p>Unit 5: Consonant Spelling Alternatives ('tch' for /ch/ 'g' for /j/, 'wr' for /r/)</p> <p>In this unit students are introduced to spelling alternatives that make up the advanced code of the English language. Up to this point, the students have been learning primarily the basic code. That is, they have learned one way to write each of the sounds in English. In this unit and in the next, the focus is on spelling alternatives for consonant sounds. In addition, students are introduced to the concept of a “tricky spelling,” i.e., the idea one spelling may represent more than one sound; for example, ‘g’ may stand for either /g/ or /j/.</p> | <p>RF1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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). <p>RF1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondence 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. 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. <p>RF1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding, rereading if necessary 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 <p>RL1.1 Ask and answer questions about key details in a text</p> |

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

| Grade 1 | |
|---|---|
| Unit | CCSS ELA |
| <p>Unit 5 (continued) Students will continue to read decodable stories to build fluency; in this unit, they will read fictional stories written in the voice of a young girl named Kate who has various adventures with her grandmother during summer vacation.</p> <p>Students will also continue to extend their understanding of the English language, reviewing nouns, verbs and adjectives as parts of speech. They will also practice creating statements and questions orally and in writing, as well as learn to identify subjects and predicates.</p> <p>Central Text: <i>Kate</i> Student Reader (text is original Core Knowledge work)</p> | <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1. 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.4. 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.1.6. 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>).</p> |
| <p>Unit 6: More Consonant Spelling Alternatives This unit will continue the work begun in the last unit by introducing or reviewing a number of spelling alternatives for consonant sounds:</p> <ul style="list-style-type: none"> /s/ spelled ‘s’, ‘ss’ (review), ‘c’, ‘ce’, and ‘se’ (new) /z/ spelled ‘z’, ‘s’, ‘zz’ (review) /m/ spelled ‘m’ and ‘mm’ (review) /n/ spelled ‘n’, ‘nn’ (review), and ‘kn’ (new) /ng/ spelled ‘ng’ (review) /w/ spelled ‘w’ (review) and ‘wh’ | <p>RF1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondence 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. 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. <p>RF1. 4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding, rereading if necessary 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 <p>RL1.1 Ask and answer questions about key details in a text</p> |

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| Grade 1 | |
|--|---|
| Unit | CCSS ELA |
| <p>Unit 6 (continued)</p> <p>Students also learn another “tricky spelling” in this unit: ‘c’ may represent either /k/ or /s/.</p> <p>Students will continue to read decodable stories to build fluency; in this unit, they will read fictional stories that belong to the folk story genre sometimes referred to as “noodlehead” stories.</p> <p>Students will also continue to extend their understanding of the English language, reviewing nouns, verbs and adjectives as parts of speech. They will also practice creating statements and questions orally and in writing, as well as learn to identify subjects and predicates. Instruction using a formal writing process, focusing specifically on writing narrative descriptions and instructions, is also included.</p> <p>Central Text: <i>Nitwit Tales</i> Student Reader (text is original Core Knowledge work)</p> | <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1. 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>W.1. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L.1.4. 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.</p> <p style="padding-left: 20px;">a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>S.1.6. 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>).</p> |
| <p>Unit 7: Vowel Teams and Vowel Spelling Alternatives</p> <p>The focus in this unit is on two “long” vowel sounds, /ae/ and /oe/. The students will review the basic code spelling for each sound and then learn several common spelling alternatives: /ae/ spelled ‘a_e’ (review), ‘a’, ‘ai’, and ‘ay’ (new)</p> | <p>RF1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Know the spelling-sound correspondence for common consonant digraphs.</p> <p style="padding-left: 20px;">b. Decode regularly spelled one-syllable words.</p> <p style="padding-left: 20px;">c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="padding-left: 20px;">d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p style="padding-left: 20px;">e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p style="padding-left: 20px;">f. Read words with inflectional endings.</p> <p style="padding-left: 20px;">g. Recognize and read grade-appropriate irregularly spelled words.</p> |

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

| Grade 1 | |
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| Unit | CCSS ELA |
| <p>Unit 7 (continued)</p> <p>/oe/ spelled ‘o_e’ (review), ‘o’, ‘oe’, ‘ow’, ‘oa’ (new)</p> <p>Please note that both ‘a’ and ‘o’ are tricky spellings because they stand for more than one sound.</p> <p>Students will continue to read decodable stories to build fluency; in this unit, they will read fictional stories about a young girl, Kay, and her friendship with a Mexican-American boy named Martez.</p> <p>Students will also continue to extend their understanding of the English language. In this unit they will learn about quotation marks and commas. Students will continue to write using the writing process, focusing specifically on writing fictional narratives and personal narratives.</p> <p>Central Text: <i>Kay and Martez Student Reader</i> (text is original Core Knowledge work)</p> | <p>RF1. 4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding, rereading if necessary 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 <p>RL1.1 Ask and answer questions about key details in a text</p> <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL1. 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>W.1. 3. 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.</p> <p>W.1. 5. 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.</p> <p>L.1.4. 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.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.1.6. 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>).</p> |
| <p>Unit 8: More Vowel Teams and Spelling Alternatives (/ie/ spelled ‘i_e’, ‘i’, ‘igh’, ‘ie’, and ‘y’ and /ee/ spelled ‘ee’, ‘e’, ‘ea’, ‘ey’, ‘y’, ‘i’, and ‘ie’)</p> <p>In this unit students will learn spelling alternatives for two more of the “long” vowel sounds: /ie/ and /ee/:</p> <p>/ie/ spelled ‘i_e’ (review), ‘i’, ‘igh’, ‘ie’, and ‘y’ (new)</p> | <p>RF1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondence 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. d. Use knowledge that every syllable must have a vowel sound to determine the number o 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. <p>RF1. 4. Read with sufficient accuracy and fluency to support comprehension.</p> |

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

| Grade 1 | |
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| Unit | CCSS ELA |
| <p>Unit 8 (continued)</p> <p>/ee/ spelled ‘ee’ (review), ‘e’, ‘ea’, ‘ey’, ‘y’, ‘i’, and ‘ie’ (new)</p> <p>Attention is also drawn to spellings that are used in suffixes, (like ‘y’) and to suffix patterns (like <i>bunny</i> > <i>bunnies</i>, <i>cry</i> > <i>cried</i>, and <i>try</i> > <i>tried</i>).</p> <p>Students will continue to read decodable stories to build fluency; in this unit, they will read fictional stories about a young girl, Carmen, who lives on a farm in the Midwest.</p> <p>Students will also continue to extend their understanding of the English language. In this unit they will review commas and learn about proper nouns, synonyms and antonyms. Students will continue to work using the writing process, focusing specifically on writing an opinion paragraph, as well as writing a letter.</p> <p>Central Text: <i>Carmen</i> Student Reader (text is original Core Knowledge work)</p> | <p>a. Read on-level text with purpose and understanding, rereading if necessary</p> <p>b. Read on-level text orally with accuracy appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self correct word recognition and understanding</p> <p>RL.1.1 Ask and answer questions about key details in a text</p> <p>RL 1. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL. 1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>R.L. 1. 6. Identify who is telling the story at various points in a text.</p> <p>R.L. 1. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL. 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>W.1. 1. 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.</p> <p>W.1. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>L.1.4. 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>L.1.6. 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>).</p> |