

The Connected Curriculum

# GRADE 1

## Curriculum Map

*Standards-Based Scope and Sequence for Teaching and Assessment  
with integrated principles and strategies of special education.*

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through support from the Polk Bros. Foundation Teacher Leadership Network.*

*Relevant resources for instruction, independent learning, and assessment:  
<http://teacher.depaul.edu>.*

# First Grade Mid- and End-of Quarter Competencies to Assess First Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 5</b>	<b>Week 9</b>	<b>Week 14</b>	<b>Week 19</b>
<b>Word Knowledge 1A</b>	Match letters, sounds Make individual letter-sound chart/book Teach an alphabet letter to kindergarten class.	Match letters, sounds	Match letters, sounds  Recognize sight words	Match letters, sounds 2-letter (review), 3-letter (new) blends cvce Identify sight words when reading
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Retell Stories Organize information sequentially Identify character, setting Explain how to follow two-step directions	Draw conclusions from text: Identify/explain cause-effect in response to questions or with diagram; Make and explain predictions	Identify characteristics of persons, Identify features of situation; identify motives; identify and predict events	Locate and classify information  Answer compare/contrast questions about non-fiction.
<b>Fluency</b>  Goals 1, 4	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency	Students read aloud with increased fluency.
<b>Writing GOALS 3, 4</b>	Write or complete sentences. Speak in complete sentences.	Edit or write sentences	Illustrate /write sentences	Write sentence with pronoun, period, question-mark.
<b>Content</b>	<b>GEOGRAPHY</b> Draw or match features; draw pictures or act stories of what happens in different places in the neighborhood.	<b>ECOLOGY</b> List, picture features; describe, illustrate terms, features	<b>CULTURE</b> Describe values; illustrate and explain what values mean to the way people live in our culture and what is important to them.	<b>PHYSICS/TECHNOLOGY</b> List. Illustrate key terms/concepts; describe, Illustrate, and explain ways to classify matter; explain what makes heat and light.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

# First Grade Mid- and End-of Quarter Competencies to Assess Second Semester

*This chart provides assessment priorities for every five or four weeks.*

	Week 24	Week 29	Week 34	Weeks 37-8
<b>Word Knowledge 1A</b>	Give examples of phonics patterns.  Draw pictures to illustrate sight words.	Give examples of phonics patterns.  Draw pictures to illustrate sight words.	Identify sight words  Give examples of phonics of these weeks.	Word book—what are my favorite words?  Phonics book: what have I learned?
<b>Reading Strategies: <i>I CAN . . . with a variety of texts</i></b>  Goals 1, 2	Identify Information in a text Explain how find answers to questions.	Explain purpose for reading; make different ending to story; explain differences between fact, fantasy; poetry, prose.	Read text independently and respond to questions.	I can explain how to listen and read to learn.  celebrate learning
<b>Fluency</b>  Goals 1, 4	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing GOALS 3, 4</b>	assess/clarify	Give examples of verb, noun, adjective Correct spelling of words	Explain how to draw a picture to show information.	I can write a page about me.  ILS 3 B
<b>Content</b>	<b>GOVERNMENT</b> Based on what I knew and what I learned, what do I think is important about _____	<b>SYSTEMS OF SCIENCE</b> Based on what I knew and what I learned, what do I think is important about _____?	<b>ECONOMICS</b> Write story or explanation or big book of work people do.	<b>DISCOVERIES</b> Describe discoveries and explain how people made them.  ILS 11 A, B ILS 12 A, B
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

## First Grade: Weeks 1-5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5 assess, clarify, expand
<b>Word Knowledge Phonics/ Decoding</b>  1A	Manipulate units of sound— Assess student phonics	Identify letter sounds and patterns CVC  Rhyming words Sight Words:	Identify letter sounds and patterns CVC  Rhyming words Sight Words	Identify letter sounds and patterns CVC Use primary Dictionary (introduce)  Rhyming words Sight Words	Match letters, sounds. Make individual letter-sound chart/book. Classify rhyming words. Teach an alphabet letter to kindergarten class.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Listen for information  Follow 1, 2-step directions (4A) ongoing	Retell/illustrate from text heard  identify/describe draw location/setting, character 1B	Identify parts of book Read/listen to identify sequence (plot) 1B	Read/ listen to identify sequence, 1B  Follow words on page (ongoing)	Retell stories through illustrations Organize information sequentially Identify character, setting Explain how to follow two-step directions
<b>Fluency</b>  ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b> GOALS 3, 4	Identify basic rules for sentence	Write/speak declarative sentence Use periods.	Use capitalization in sentence	Construct or complete sentences	Write or complete sentences, use period. Speak in complete sentences.
<b>Content Neighborhood Geography</b> 17A,B,C	Place: Me and my neighborhood classroom home neighborhood school	Place: Work in my neighborhood job place store work	Movement: Streets in my neighborhood here live there street	Movement: Going places down, far, go near, run, up	Draw or match features; draw pictures or act stories of what happens in different places in the neighborhood.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## First Grade: Weeks 6-9 Curriculum Map

	Week 6	Week 7	Week 8	Week 9 assess, clarify, expand
<b>Word Knowledge</b> <b>Phonics/ Decoding</b>  <b>1A</b>	Identify letter sounds and patterns Consonant blends Initial sounds	Identify letter sounds and patterns Consonant blends Initial sounds	Identify letter sounds and patterns Consonant blends Medial sounds	Match letters, sounds Identify/give examples of Initial sounds Medial sounds Consonant blends
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Relate prior knowledge to new text—What you knew, what's new? 1B	Draw conclusions from text cause-effect  1B	Draw conclusions from text: Causes-effects Predictions  1B	Draw conclusions from text: Identify/explain cause-effect in response to questions or with diagram; Make and explain predictions
<b>Fluency</b>  ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b>  <b>Goals 3 and 4</b>	Construct sentence	Construct sentence	Dictate/write description	Edit or write sentences
<b>Content</b> <b>Ecology</b>  Read to learn—goal 5	Our neighborhood environment home, me, my weather  How plants grow here: light, plant, tree 12A,B  Locate information in pictures and charts (5A)	How animals live here: animal, day fly, night, run  12A,B Locate information in pictures and charts (5A)	How plants and animals live together here. land water weather  12A,B; 13B	List, picture features; describe, illustrate terms, features
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>				Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>				Make a Math Glossary

## First Grade: Weeks 10-14 Curriculum Map

	Week 10	Week 11	Week 12	Week 13	Week 14 assess, clarify, expand
<b>Word Knowledge</b>  <b>Phonics/ Decoding</b> ILS 1A	2-letter consonant blends Identify final sounds Substitution <i>Sight Words</i>	2-letter consonant blends substitution <i>Sight Words</i>	2-letter consonant blends <i>Sight Words</i>	2-letter consonant blends <i>Sight Words</i>	Match letters, sounds  Recognize sight words Final sounds  Substitution
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Identify/draw characteristics of persons in a story/situation 1B	Identify/draw features of a situation Summarize  1B	Identify events in a story; predict events  1B, 2A	Identify, infer reasons/motives  1B	Identify characteristics of persons, Identify features of situation; identify motives; identify and predict events Summarize
<b>Fluency</b>  ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Read aloud with increased fluency.
<b>Writing</b>	illustrate sentences 3C	Illustrate sentences; write sentences 3C	write sentences and captions 3B,C	Write sentences and captions 3B,C	Illustrate /write sentences
<b>Content:</b>  <b>Culture</b>	Listen, read, draw, classify how people live in our culture. 18A, 5A home live share	Listen, read, draw, classify how people value each other. 18A,5A good help hope	Listen, read, draw, classify what people value in our culture and how they show it. 18A,5A color flag show	Listen, read, draw, infer values: what people celebrate in our culture. 18A,5A holiday people	Describe values; illustrate and explain what values mean to the way people live in our culture and what is important to them.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## First Grade: Weeks 15-19 Curriculum Map

	Week 15	Week 16	Week 17	Week 18	Week 19 assess, clarify, expand
<b>Word Knowledge</b> <b>ILS 1A</b> Apply Word and vocabulary skills to comprehend selections	2 and 3-letter consonant blends Sight Words:	letter sounds and patterns cvce Sight Words:	letter sounds and patterns cvce Sight Words:	letter sounds and patterns cvce Sight Words:	Match letters, sounds 2-letter (review), 3-letter (new) blends cvce Identify sight words when reading
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Ask/answer what/where questions; classify information related to those questions 1B, 5A	Ask/answer compare/contrast questions  1B	Classify information ask/answer questions about fiction and non-fiction 1B, 5A	Classify information ask/answer questions about fiction and non-fiction 1B, 5A	Locate and classify information  Answer compare/contrast questions about non-fiction.
<b>Fluency</b> <b>ILS 1B, 4AB</b>	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b>	write sentence with pronoun 3A C		write sentence with period 3A	write sentence with question mark 3A	Write sentence with pronoun, period, question-mark.
<b>Content:</b> <b>Technology/ Physics</b>	Read/ experience/ write/illustrate about: What makes light? 11, 12C,D,5A bright, dark, light, make	Read/experience /write/illustrate about: What makes heat? 11, 12CD, 5A cold, cool, hot, warm	Read/ experience/write /illustrate about: Describe size, taste, 11, 12C, 5A feel, gas, point, see, small, shape, water	Read/experience/ write/illustrate about: solids and gases 11, 12C, 5A feel, gas, point, see, small, shape, water, hard, soft	List. Illustrate key terms/concepts; describe, Illustrate, and explain ways to classify things (matter); explain what makes heat and light.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## First Grade: Weeks 20-24 Curriculum Map

	Week 20	Week 21	Week 22	Week 23	Week 24 assess, clarify, expand
<b>Word Knowledge</b> ILS 1A	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Give examples of phonics patterns.  Draw pictures to illustrate sight words.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  <i>Goals 1, 2</i>	Identify details of text  1B	Identify details of text  1B	Clarify text with questions  1B	Clarify text with questions  1B	Identify Information in a text Explain how find answers to questions.
<b>Fluency</b> ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b> emphasis: narrative 3B 4B	Write or dictate experience story.  3B	Write/tell sequential events.  3B,4B	Write/tell sequential events.  3B,4B	Use standard punctuation  3A	assess/clarify
<b>Content:</b> <b>Economics in the neighborhood</b>  ILS 5A plus content goals	work  What work do people do in the neighborhood?  ILS 15 D,E	work  What tools do people use in their jobs in the neighborhood?  ILS 15 D, E	money  How do people get and use money?  ILS 15C	my choices  Who I will be in the future?  ILS 15 A, B, C, D,E	Describe and explain kinds of work people do.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## First Grade: Weeks 25-29 Curriculum Map

	Week 25	Week 26	Week 27	Week 28	Week 29 assess, clarify, expand
<b>Word Knowledge</b> ILS 1A	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Give examples of phonics patterns.  Draw pictures to illustrate sight words.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Determine purpose for reading 1B	Generate alternative endings  1B	Distinguish between fact/fantasy  1B	Identify poetry and prose  1B	Explain purpose for reading; make different ending to story; explain differences between fact, fantasy; poetry, prose.
<b>Fluency</b> ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing emphasis: expository</b> 3A	Write verbs correctly.  3A	Write nouns correctly  3A	Write nouns correctly (capitals)  3A	Write adjectives correctly  3A	Give examples of verb, noun, adjective Correct spelling of words
<b>Content: Systems</b> ILS 5A plus content goals	<i>LAND, WATER</i> earth, rock, water, weather 12 E	<i>SOLAR SYSTEM</i> moon, sky, sun 12 F	<i>WEATHER, TIME</i> day, month, season, week 12 F	<i>WATER TRAVEL</i> boat, go, ship 13A	Based on what I knew and what I learned, what do I think is important
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## First Grade: Weeks 30-34 Curriculum Map

	Week 30	Week 31	Week 32	Week 33	Week 34 assess, clarify, expand
<b>Word Knowledge</b>  ILS 1A	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Sight Words:  This week's phonics focus:	Identify sight words  Explain and give examples of phonics of these weeks.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i> Goals 1, 2	I can identify and infer characteristics  ILS 1B	I can infer motives  ILS 1B	I can identify causes and effects.  ILS 1B	I can infer what will happen next in a story.  ILS 1B	Read text independently and respond to questions.
<b>Fluency</b>  ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing emphasis: explanatory</b>  ILS 3A, B	I can draw a biography—My history  ILS3B	I can make page about a topic  ILS 3B	I can make a page about a topic.  ILS 3B	I can make a page about a topic.  ILS3B	Explain how to draw a picture to show information.
<b>Content: Government</b> ILS 5A plus content goals	How do leaders help people? 14A	How do citizens help their neighbors? 14C	What community workers help us? ILS 15 D,E	What work do people do in our neighborhood? ILS 15 D,E	Based on what I knew and what I learned, what do I think is important?
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## First Grade: Weeks 35-38 Curriculum Map

	Week 35	Week 36	Weeks 37-8
<b>Word Knowledge</b>  <b>ILS 1A</b>  Set priorities based on current progress and next grade prep	Words of the Week:  What phonics do we know?  ILS 5A, 1B	Word book—what are my favorite words?  Phonics book: what have I learned?	Celebrate learning
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	I can locate information to answer questions  ILS 5A, 1B	I can explain how to listen and read to learn.  celebrate learning	Celebrate learning
<b>Fluency</b>  ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b>  ILS 3A, B; 4B, C	I can write sentences.  ILS 3A	I can write a page about me.  ILS 3 B	Write about you. Celebrate learning
<b>Content: Discoveries</b>  <b>Read to learn (Goal 5) and content goals</b>	What do we discover about _____ through reading, listening, looking?  ILS 11 A, B ILS 12 A, B	What do we discover about _____ through reading, listening, looking?  ILS 11 A, B ILS 12 A, B	Show and label: what I learned. Could be set up as an alphabet book.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>			Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>			Make a Math Glossary