

# CURRICULUM MAP

## ELA

<p style="text-align: center;">3<sup>rd</sup> Quarter</p>	<p style="text-align: center;"><b>WEEK 1-2</b></p> <p style="text-align: center;">Students will demonstrate grade 1 phonics and standard English conventions when speaking, reading, and writing.</p>	<p style="text-align: center;"><b>WEEK 3</b></p> <p style="text-align: center;">Students will clarify unknown words or phrases accurately with fluency to gain reading comprehension.</p>	<p style="text-align: center;"><b>WEEK 4-6</b></p> <p style="text-align: center;">Students will be able to support their opinions in speaking and writing with text.</p>	<p style="text-align: center;"><b>WEEK 7</b></p> <p style="text-align: center;">Students will develop a piece of writing in which they compare individuals, events, or ideas using the conventions of standard English grammar.</p>	<p style="text-align: center;"><b>WEEK 8-9</b></p> <p style="text-align: center;">Students will develop a piece of writing in which they compare individuals, events, or ideas using the conventions of standard English grammar.</p>
<p style="text-align: center;"><b>Concept (CCSS Standard d)</b></p>	<p>1.RF.3f Know and apply grade-level phonics and word analysis skills in decoding words: Read words with inflectional endings.</p> <p>1.L.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>1.L.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content,</p>	<p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>1.RF.4a-c Read with sufficient accuracy and fluency to support comprehension: a) Read grade-level text with purpose and understanding; b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings; c) Use context to confirm or self-correct word</p>	<p>1.RI.5 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.</p> <p>Identify the reasons an author gives to support points in a text.</p> <p>1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>1.W.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</p>	<p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.9 Identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures). 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.W.3. Write narratives in which they recount two or more appropriately sequenced</p>	<p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.9 Identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures). 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding</p>

	<p>choosing flexibly from an array of strategies: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>recognition and understanding, rereading as necessary.</p> <p>1.L.4a-b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: a) Use sentence-level context as a clue to the meaning of a word or phrase; b) Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>some sense of closure.</p> <p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1.L.1j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>1.W.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>1.L.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>1.L.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use commas in dates and to separate single words in a series.</p>	<p>what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>1.W.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>1.L.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>1.L.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use commas in dates and to separate single words in a series.</p>
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<b>Skill (SAT-10, Aimsweb, DIBELS)</b>	Identify correctly applied grammar Select an appropriate reading strategy in a given situation Distinguish between clearly written sentences and sentences that contain errors in expression or construction	Identify correctly applied grammar Distinguish between clearly written sentences and sentences that contain errors in expression or construction Identify correctly and effectively written sentences Determine unknown words from context Draw conclusions from details	Identify correctly applied grammar Determine topic relevance Discern purpose for writing Distinguish between clearly written sentences and sentences that contain errors in expression or construction Organize information Determine extraneous information	Identify correctly applied grammar Determine topic relevance Discern purpose for writing Distinguish between clearly written sentences and sentences that contain errors in expression or construction Organize information Determine an appropriate supporting sentence Determine extraneous information	Identify correctly applied grammar Determine topic relevance Discern purpose for writing Distinguish between clearly written sentences and sentences that contain errors in expression or construction Organize information Determine an appropriate supporting sentence Determine extraneous information
<b>Formative Assessment</b>	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes
<b>Homework</b>	Worksheets Projects	Worksheets Projects	Worksheets Projects	Worksheets Projects	Worksheets Projects

<b>Learning Activity</b>	Charts Interactive Notebooks Word Games Story Books	Charts Interactive Notebooks Word Games Story Books	Charts Interactive Notebooks Word Games Story Books	Charts Interactive Notebooks Word Games Story Books	Charts Interactive Notebooks Word Games Story Books
<b>ESLRs</b>	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.

**Subject: ELA Grade: First Grade Quarter: 3<sup>rd</sup> Quarter Teacher(s): Balajadia, Damian, Dela Cruz, Douglas, Miles, Villanueva**