

CURRICULUM MAP

ELA

4 th Qua rter	WEEK 1-2 Students will develop a deeper understanding of grade-level poetry.	WEEK 3-4 Students will develop a deeper understanding of grade-level poetry.	WEEK 5-6 Students will produce opinion, narrative, and expository writing.	WEEK 7-8 Students will produce opinion, narrative, and expository writing.	WEEK 8-9 Students will produce opinion, narrative, and expository writing.
Conc ept (CCS S Stan dard)	<p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.RF.1a Demonstrate understanding of the organization and basic features of print: recognize the distinguishing features of a sentence.</p> <p>1.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level text orally with accuracy, appropriate rate, and expression on</p>	<p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.RF.1a Demonstrate understanding of the organization and basic features of print: recognize the distinguishing features of a sentence.</p> <p>1.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level text orally with accuracy, appropriate rate, and expression on</p>	<p>1.W.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>1.W.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>1.W.7 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</p>	<p>1.W.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>1.W.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>1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use</p>	<p>1.W.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>1.W.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>1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use</p>

	<p>successive readings.</p> <p>1.L.5d With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings: D istin shades of meaning among verbs differing in manner (e.g., look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>successive readings.</p> <p>1.L.5d With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings: D istin shades of meaning among verbs differing in manner (e.g., look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>instructions).</p> <p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.L.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., because).</p>	<p>them to write a sequence of instructions).</p> <p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.L.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., because).</p>	<p>them to write a sequence of instructions).</p> <p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.L.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., because).</p>
<p>Skill (SAT-10, Aims web, DIBE</p>	<p>Determine author's purpose</p> <p>Draw conclusions from details</p> <p>Set purpose for reading</p> <p>Select an appropriate reading strategy in a given situation</p>	<p>Determine author's purpose</p> <p>Draw conclusions from details</p> <p>Set purpose for reading</p> <p>Select an appropriate reading strategy in a given situation</p>	<p>Determine topic relevance</p> <p>Discern purpose for writing</p> <p>Organize information</p> <p>Use parts of a book to locate information</p> <p>Determine appropriate</p>	<p>Determine topic relevance</p> <p>Discern purpose for writing</p> <p>Organize information</p> <p>Use parts of a book to locate information</p> <p>Determine appropriate</p>	<p>Determine topic relevance</p> <p>Discern purpose for writing</p> <p>Organize information</p> <p>Use parts of a book to locate information</p> <p>Determine</p>

<p>LS)</p>	<p>Discern reality from make-believe</p>	<p>Discern reality from make-believe</p>	<p>supporting sentence</p> <p>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</p> <p>Distinguish correct capitalization/punctuations</p> <p>Identify correctly applied grammar</p>	<p>supporting sentence</p> <p>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</p> <p>Distinguish correct capitalization/punctuations</p> <p>Identify correctly applied grammar</p>	<p>appropriate supporting sentence</p> <p>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</p> <p>Distinguish correct capitalization/punctuations</p> <p>Identify correctly applied grammar</p>
<p>Formative Assessment</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Discussion</p> <p>Individual/Group Work</p> <p>Worksheets</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Discussion</p> <p>Individual/Group Work</p> <p>Worksheets</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Discussion</p> <p>Individual/Group Work</p> <p>Worksheets</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Discussion</p> <p>Individual/Group Work</p> <p>Worksheets</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Discussion</p> <p>Individual/Group Work</p> <p>Worksheets</p> <p>Tests/Quizzes</p>
<p>Homework</p>	<p>Worksheets</p> <p>Projects</p>	<p>Worksheets</p> <p>Projects</p>	<p>Worksheets</p> <p>Projects</p>	<p>Worksheets</p> <p>Projects</p>	<p>Worksheets</p> <p>Projects</p>

Lear ning Activ ity	Poems Interactive Notebooks Read-Alouds Songs	Poems Interactive Notebooks Read-Alouds Songs	Poems Interactive Notebooks Read-Alouds Songs	Poems Interactive Notebooks Read-Alouds Songs	Poems Interactive Notebooks Read-Alouds Songs
ESLR S	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: 4th Quarter Teacher(s): Balajadia, Damian, Dela Cruz, Douglas, Miles, Villanueva