

## Amherst Public Schools - Curriculum Map

### English/Language Arts: Language, Reading/Literature

### Grade Level: One

ELA STRANDS	TIME FRAME / LENGTH	CONTENT / SKILLS / STRATEGIES	METHODS OF ASSESSMENT	MASSACHUSETTS FRAMEWORKS
<p><b>LANGUAGE Discussion and presentation</b></p>	<p>On-going</p>	<p><b>Follows</b> agreed upon rules for discussions, including: turn-taking, listening to the speaker, and staying on topic.</p> <p><b>Uses</b> agreed upon body language (eye contact, facial expressions, hand-raising) to show interest and attention to the speaker.</p> <p><b>Contributes</b> to class discussions and stays on topic-makes relevant statements, asks relevant questions.</p> <p><b>Connects</b> the topic of a class discussion to his or her life experiences.</p> <p><b>Communicates</b> his or her experiences and literary or personal ideas with peers and teachers in small and large group discussions.</p> <p><b>Shares</b> verbally and gives oral presentations using adequate volume and clear enunciation.</p> <p><b>Maintains</b> a focus on the topic and begins to develop an awareness of the audience when presenting to a group.</p>	<p>Rubrics for oral presentations</p>	<p>Discussion 1.1</p> <p>Questioning, Listening, and Contributing 2.1</p> <p>Oral Presentation 3.1, 3.2</p>

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<b>Vocabulary</b>	On-going	<p><b>Clarifies and builds</b> vocabulary for speaking, listening, reading, and writing.</p> <p><b>Uses</b> base words and inflectional endings (ing, ed, s) in order to read and write.</p> <p><b>Describes</b> common objects and events in general and specific language.</p> <p><b>Develops</b> word meanings through an understanding of conceptual categories: synonyms, antonyms, and compound words</p> <p><b>Identifies</b> the relevant meaning for words with multiple meanings through and effective use of context clues.</p>	<p>Observations of oral and written language</p> <p>Analysis of running records</p> <p>Analysis of writing observations</p>	<p>Vocabulary and Concept Development 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>
<b>Structure and Origins of Modern English</b>	On-going	<p><b>Expresses</b> spatial and temporal relationships correctly.</p> <p><b>Recognizes</b> that some words can be both things or actions. (run, fish)</p> <p><b>Identifies</b> the correct use of capital letters for names and places.</p>	<p>Observations</p> <p>Checklists</p>	<p>Structure and Origins of Modern English 5.1, 5.2, 5.3, 5.4</p> <p>Formal and Informal English 6.1</p>

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<p><b>Structure and Origins of Modern English</b></p>		<p><b>Identifies</b> the appropriate use of punctuation marks (periods, question marks, exclamation points).</p> <p><b>Identifies</b> formal and informal English in stories, poems, and plays.</p>		
<p><b>READING AND LITERATURE</b></p> <p><b>Reading Process: Phonemic Awareness</b></p>	<p>On-going</p>	<p><b>Hears and manipulates</b> sounds (syllables and phonemes) in words presented through oral language.</p> <p><b>Identifies</b> the initial, medial, and final sounds of words during oral language lessons.</p> <p><b>Demonstrates</b> an ability to blend individual sounds to make words.</p> <p><b>Generates</b> new words using onsets and rimes (t-ake, m-ake, b-ake).</p>	<p>Checklists</p> <p>Observations during word work activities</p>	<p>Beginning Reading 7.2</p>

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<b>Phonology</b>	On-going	<p><b>Demonstrates and applies</b> knowledge of letter/sound relationships and basic word structure, in order to read text accurately: consonants, consonant blends, digraphs, short and long vowel patterns, r-controlled vowels, onset/rimes, base words and endings, compound words, and contractions.</p> <p><b>Uses</b> analogies from known words and word families to read new words. (cat to sat)</p>	Analysis of running records: DRA 2 times a year; frequent running records using classroom trade books, the PM Benchmark books, or the Fountas and Pinnell Little Readers assessments	Beginning Reading 7.3, 7.5, 7.7
<b>Concepts About Print</b>	On-going	<b>Uses</b> an understanding of directionality, book knowledge, and voice print match along with repetitive text patterns and knowledge of letters, words, language structures, and intent for meaning in order to read and comprehend texts effectively.	<p>Analysis of writing based on correct use of letter sounds</p> <p>Analysis of running records</p>	Beginning Reading 7.1, 7.4
<b>High Frequency Words</b>	On-going	<b>Reads</b> Grade 1 high frequency words automatically in isolation (flash cards/word lists) and in texts.	Sight word checklists	Beginning Reading 7.6

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<b>Multiple Cueing Systems/Problem-Solving</b>	On-going	<p><b>Uses</b> all sources of information: meaning, structure, and visual information to read texts.</p> <p><b>Uses</b> these strategies to actively process text: cross-checks, rereads, searches for information, problem-solves, self-corrects, and begins to read on.</p>	Observations during guided reading groups	
<b>Fluency</b>	On-going	<p><b>Listens</b> to models of fluent reading during read alouds, shared reading, and guided reading.</p> <p><b>Practices</b> accurate oral reading in a phrased, expressive manner, with correct intonation and appropriate rate.</p> <p><b>Reads</b> texts fluently at an appropriate reading level while attending to punctuation.</p>	<p>Analysis of running records</p> <p>Observations</p>	Beginning Reading 7.7
<b>Comprehension</b>	On-going	<p><b>Actively reads</b> for understanding before, during, and after reading: <b>Uses</b> prior knowledge; <b>makes connections</b> to experiences and other texts; <b>predicts</b> events and character's actions, and <b>confirms or revises</b> predictions;</p> <p><b>Asks questions</b> about important characters, the events, or the setting of a story; <b>uses</b> the illustrations to understand the text;</p>	<p>Observations of participation during guided reading groups</p> <p>Observation of participation during discussions of read alouds</p>	Understanding a Text 8.1, 8.2, 8.3

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<p><b>Comprehension</b></p>		<p><b>begins to visualize</b> the story; and <b>begins to make basic inferences</b> about the main characters' actions and the plot of the story.</p> <p><b>Responds</b> to and reflects on the major ideas of the story.</p> <p><b>Retells</b> the main events of story in sequence progressing from needing prompts as reminders to independent sequenced retellings.</p> <p><b>Discusses</b> beginning, middle and end of a story or nonfiction text.</p> <p><b>Locates</b> specific information in a text with assistance.</p> <p><b>Begins to draw conclusions</b> about a character's actions.</p>	<p>Analysis of oral retellings</p>	
<p><b>Fiction</b></p>	<p>On-going, 4-6 weeks at a time</p>	<p><b>Identifies</b> narrative elements: character, setting, sequence of events, and problem/solution, and understands how together these elements construct a story.</p> <p><b>Retells</b> with prompting the main events of a story in sequence, using supporting details from a text that was heard or read.</p>	<p>Analysis of retellings Observations during read aloud discussions Analysis of written responses to texts</p>	<p>Fiction 12.1 Understanding a Text 8.6, 8.7 Making Connections 9.1, 9.2</p>

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<b>Fiction</b>		<b>Begins to compare and contrast</b> different stories and characters within a story or across different stories.	Rubric for personal narrative writing	
<b>Nonfiction</b>	On-going, 2-3 weeks at a time.	<p><b>Reads</b> for information.</p> <p><b>Makes predictions</b> about the content of a text using prior knowledge, and text features (title, captions, and illustrations).</p> <p><b>Restates</b> the main ideas of a selection and provides some supporting details from a text heard or read.</p> <p><b>Identifies and uses</b> common textual features: title, captions, illustrations, bold faced words, and the table of contents in order to read nonfiction texts.</p>	<p>Analysis of oral or written responses to nonfiction texts</p> <p>Observations during read aloud discussions</p> <p>Analysis of written summary of unit of study</p> <p>Checklists</p>	<p>Understanding a Text 8.4, 8.5, 8.9, 8.10</p> <p>Nonfiction 13.1, 13.2, 13.3, 13.5</p>
<b>Genre</b>	On-going	<p><b>Listens to and reads</b> across genres: fiction, poetry, nonfiction, and dramatic literature.</p> <p><b>Begins to notice</b> textual and graphic features specific to a genre, and begins to understand their purpose.</p>	Observations of responses to literature	Genre 10.1

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<b>Theme</b>	On-going	<b>Begins to connect</b> themes in fiction and nonfiction to his or her personal experiences.	Observations	Theme 11.1
<b>Poetry</b>	3-4 weeks	<p><b>Reads</b> poems chorally.</p> <p><b>Rehearses and performs</b> poems for a part of the class or for another class.</p> <p><b>Recognizes</b> the beat (rhythm) and similarities of sounds in words (rhymes) when responding to poetry.</p> <p><b>Recognizes and anticipates</b> repetition in poems.</p> <p><b>Recognizes</b> sensory images when reading or listening to poetry, and identifies the senses implied by those words.</p> <p><b>Discovers</b>, with assistance, the meaning of simple poems.</p>	<p>Checklists</p> <p>Observations</p> <p>Poetry writing</p>	<p>Poetry 14.1</p> <p>Style and Language 15.1</p>
<b>Traditional Literature</b>	2-3 weeks	<p><b>Listens to, reads, and responds</b> to tales from different cultures.</p> <p><b>Identifies</b> familiar forms of traditional literature: rhymes, chants, folk tales, and fairy tales.</p>	<p>Checklists</p> <p>Observations</p>	<p>Myth, Traditional Narrative and Classical Literature 16.1, 16.2, 16.3</p>

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<b>Traditional Literature</b>		<b>Anticipates</b> predictable patterns, stock characters, and repetitive phrases in folk tales.		
<b>Dramatic Literature</b>		<b>Retells or dramatizes</b> traditional tales with classmates in an informal setting or to be performed for an audience of peers or younger students.		Dramatic Literature 17.1
<b>Dramatic Reading and Performance</b>	On-going, 2 weeks at a time	<p><b>Identifies</b> the elements of dialogue. <b>Reads</b> dialogue in simple plays.</p> <p><b>Reads, rehearses, and performs</b> simple stories, poems, choral readings, Reader’s Theater, and simple plays for peers or younger students.</p> <p><b>Uses</b> eye contact, volume, enunciation, and expression appropriate to the selection.</p> <p><b>Learns</b> the conventions of drama, including: dialogue, character, and setting in order to play a particular role.</p>	Observations of small group and class performances of plays	Dramatic Reading and Performance 18.1