

## Resurrection School: Curriculum Information Record

School Year \_\_\_\_\_

Grade: **1<sup>st</sup> Grade**

Teacher \_\_\_\_\_

Content Area: **ELA - READING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
<b>READING: Phonemic Awareness</b>						
<a href="#">R.WS.01.01</a>				demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.		
<a href="#">R.WS.01.02</a>				recognize that words are composed of sounds blended together and carry meaning.		
<b>READING: Phonics</b>						
<a href="#">R.WS.01.03</a>				understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.		
<a href="#">R.WS.01.04</a>				use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i> .		
<b>READING: Word Recognition</b>						
<a href="#">R.WS.01.05</a>				automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.		
<a href="#">R.WS.01.06</a>				make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.		
<a href="#">R.WS.01.07</a>				use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.		
<a href="#">R.WS.01.08</a>				use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.		
<a href="#">R.WS.01.09</a>				know the meanings of words encountered frequently in grade-level reading and oral language contexts.		

<b>READING: Vocabulary</b>						
<b>R.WS.00.10</b>				in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures and questioning.		
<b>READING: Fluency</b>						
<b>R.FL.00.01</b>				automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.		
<b>READING: Narrative Text</b>						
<b>R.NT.01.01</b>				recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.		
<b>R.NT.01.02</b>				identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.		
<b>R.NT.01.03</b>				identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).		
<b>R.NT.01.04</b>				identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.		
<b>R.NT.01.05</b>				respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.		
<b>READING: Informational Text</b>						
<b>R.IT.01.01</b>				identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.		
<b>R.IT.01.02</b>				discuss informational text patterns including descriptive, sequential, and enumerative.		
<b>R.IT.01.03</b>				explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.		
<b>R.IT.01.04</b>				respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.		



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Content Area: **ELA - WRITING**

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<b>WRITING: Writing Genre</b>						
W.GN.01.01				write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.		
W.GN.01.02				approximate poetry based on reading a wide variety of grade-appropriate poetry.		
W.GN.01.03				write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.		
W.GN.01.04				use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.		
<b>WRITING: Writing Process</b>						
W.PR.01.01				with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.		
W.PR.01.02				draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.		
W.PR.01.03				attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).		
W.PR.01.04				attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.		
<b>WRITING: Personal Style</b>						
W.PS.01.01				develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).		

<b>WRITING: Grammar and Usage</b>					
<b>W.GR.01.01</b>				in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.	
<b>WRITING: Spelling</b>					
<b>W.SP.01.01</b>				in the context of writing, correctly spell frequently encountered one-syllable words from common word families.	
<b>W.SP.01.02</b>				in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).	
<b>WRITING: Handwriting</b>					
<b>W.HW.01.01</b>				legibly write upper and lower case manuscript letters.	
<b>WRITING: Writing Attitude</b>					
<b>W.AT.01.01</b>				be enthusiastic about writing and learning to write.	

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Teacher \_\_\_\_\_

Content Area: **ELA - SPEAKING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
<b>SPEAKING: Conventions</b>						
<a href="#">S.CN.01.01</a>				use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).		
<a href="#">S.CN.01.02</a>				explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.		
<a href="#">S.CN.01.03</a>				speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.		
<a href="#">S.CN.01.04</a>				present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)		
<a href="#">S.CN.01.05</a>				understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.		
<b>SPEAKING: Discourse</b>						
<a href="#">S.DS.01.01</a>				engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.		
<a href="#">S.DS.01.02</a>				tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.		
<a href="#">S.DS.01.03</a>				respond to multiple text types by reflecting, making meaning, and making connections.		
<a href="#">S.DS.01.04</a>				plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.		

<b>LISTENING &amp; VIEWING: Conventions</b>						
L.CN.01.01				understand, restate and follow two-step directions.		
L.CN.01.02				ask appropriate questions for clarification and understanding during a presentation or report.		
L.CN.01.03				listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.		
L.CN.01.04				understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).		
L.CN.01.05				begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.		
<b>LISTENING &amp; VIEWING: Response</b>						
L.RP.01.01				listen to or view knowledgeably and discuss a variety of genre.		
L.RP.01.02				select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.		
L.RP.01.03				respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.		