CSD Literacy Curriculum Maps–Grade 1		*Priority Skills=Bold & Italics
Trimester 1	**Trimester 2**	**Trimester 3**

FOUNDATIONAL

Trimester 1	**Trimester 2**	**Trimester 3**
NEW FOUNDATIONAL **Print Concepts**-RFS.1.1 • Features of a Sentence (e.g., first word, capitalization, ending punctuation)-1a **Phonological Awareness**-RFS.1.2 • *Blending Phonemes* (including blends)-2b **Phonics/Spelling**-RFS.1.3, L1.2.d/e • Upper & lower-case letters-print-L1.1 • *One-Syllable*-decode and spell CVC-3b • *High Frequency Words-3g* • Strategy-Use context to confirm or self-correct, rereading as necessary-4c	**NEW FOUNDATIONAL** **Phonological Awareness**-RFS.1.2 • Isolate Phonemes-pronounce initial, medial vowel, and final sounds in single-syll. words-2c • *Segment Phonemes-single-syllable words into individual sounds-2d* • Vowels-distinguish long from short in spoken single-syllable words-2a **Phonics/Spelling**-RFS.1.3, L1.2.d/e • *Digraphs-3a* • *High Frequency Words-3g* • *Every syllable has vowel* rule-3d	**NEW FOUNDATIONAL** **Phonics/Spelling**-RFS.1.3, L1.2.d/e • *Inflected endings*-3f • *Final –e, Common Long Vowel Teams*-3c • *High Frequency Words*-3g • Decode Two syllable words-break the word into syllables-3e

READING

LITERARY	Literary & INFORMATIONAL-*Literary*	INFORMATIONAL TEXT-*Non-Literary*
NEW READING-3 Days • *Retell w/Central Message & Key Details*-RL.1.2 • *Characters, setting and major events*-RL.1.3 • Sensory Language-RL.1.4 • Point of View-who is telling story-RL.1.6 • Compare & Contrast Characters-RL.1.9	**NEW READING-3 Days** • *Main Topic*-RI1.2 • *Retell w/ Key Details*-RI1.2 • Literary vs informational -RL1.5 • Connection: events, ideas, people in text-RI.1.3 • Author's reasons to support points-RI.1.8 • Compare-Contrast Two Texts-same topic-RI.1.9	**NEW READING-3 Days** • *Text Features-to locate information*-RL.1.5 • *Compare & Contrast Two Texts*-same topic-RI.1.9 • Main Topic-RI.1.2 • Retell w/ Key detail-RI.1.2 • Information in illustration vs text-RI.1.6 • Author's reasons to support points-RI.1.8

ON-GOING READING
- *Read on-level text with accuracy and fluency to support comprehension*- with appropriate rate, and expression on successive readings-RFS.1.4b
- *Read and comprehend literature and informational texts of appropriate complexity for grade 1*-RL.1.10, RI.1.10
- *Collaborative conversations* with peers and adults in small and large groups-SL1.1
- Ask and answer questions about key details in a text read aloud-SL1.2
- Ask and answer questions to determine meaning of unknown words and phrases in a text-RI.1. 4 (based on *grade 1 reading/content*,)-L1.4
- Use illustrations and details to describe literary and informational text-RL.1.7, RI.1.7

WRITING

Narrative	Opinion	Informative
Narrative Writing- W.1.3 • *Center focus* • *Sequence of events (2 or more)* • Details • Temporal words • *Closure* • *Capitalization- (*dates, names people) L1.2	**Opinion Writing-** W1.1 • *Introduce topic or name book* • *State an opinion* • *Supply a reason/s* • Transition Words • Provide sense of closure • *Punctuation*-(end punctuation) L1.2	**Informative Writing-** W1.2 • *Name topic* • *Information – facts, events, details* • *Organization of ideas with Sense of closure* • *Punctuation*-(dates in dates and series) L1.2 • Shared research **(**e.g., explore how to books and use them to write a sequence of instructions)-W.1.7

ON-GOING WRITING
- With support from adults, focus on a topic, respond to questions-suggestions from peers, add details to strengthen writing as needed-W.1.5
- With support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers-W.1.6
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question-W.1.8
- Use conventional spelling for words with common spelling patterns-L1.2
- Spell untaught words phonetically-L1.2