

# Grade 1: Curriculum Map

EL Education’s grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students’ oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students’ progress toward particular standards.
- Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs’ tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

## Structure of a Module

- Each module provides eight weeks of instruction<sup>1</sup>, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students’ progress on specific standards or sub-standards

<sup>1</sup> For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.

## Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

## How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #3, building knowledge through content-rich nonfiction.
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grade 1. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
  - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
  - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
  - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.

## Grade 1: Curriculum Map

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- The curriculum map on the following pages lists the title of each unit-level assessment, CCSS assessed, and the format.
  - Speaking and listening (discussion or oral presentation)
  - Drawing and dictation
  - Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
  - Selected response (multiple choice questions)
  - Short constructed response (short answer questions)
  - Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
  - Scaffolded writing (involving planning, drafting, and revision)
- **Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.
- **Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

### Notes:

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	What's Up in the Sky	Building Expertise through Research	Contributing to the Community
Title	Tools and Work	A Study of the Sun, Moon, and Stars	Birds' Amazing Bodies	Caring for Birds
Description	<p>In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job through informational text and hands-on experiences. They then extend their understanding of what it takes to do a job when they learn how the “habits of character” of initiative, collaboration, perseverance, and responsibility help them do work. Students also analyze how various characters from literary texts use these habits of character to help them make work easier and solve dilemmas. Finally, students take all they have learned about tools and work to create a “magnificent thing” that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation.</p>	<p>In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. Students begin their study through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Then students focus their study on the scientific concepts of observable patterns of the sun, moon, and stars. Students read informational texts and make observations and take notes in a sky notebook to learn about these patterns. Finally, students synthesize their learning from both their scientific study and study of literature to compose a narrative poem titled “What the Sun Sees.” Students then learn to give feedback to their peers and revise their writing.</p>	<p>In this module, students build their literacy skills as they engage in an in-depth study of birds’ bodies. The module focuses on the following big ideas: Animals have physical features that help them survive, and animals behave in ways that help them survive. Students begin their study by considering the guiding question: “What makes a bird a bird?” They then build research skills and background knowledge about birds through reading, talking, and representing (through scientific drawing, writing, role-play, music, and movement). Students participate in both whole group and small group research to learn more about the form and function of key bird parts: beaks and feathers. Students show their learning by writing an informational paragraph that describes how beaks or feathers help birds survive. Finally, students create Expert Bird Riddle cards and Expert Bird Scientific Drawing cards for a riddle matching game using facts from their research.</p> <p>*Note: Module 3 lays the foundation for the work in Module 4. In Module 4, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 3, they then apply this knowledge to make a meaningful contribution to their community.</p>	<p>In this module, students continue to build on their knowledge of birds from Module 4 to deepen their literacy skills and explore the guiding question: “Why should we care about birds?” Students begin to consider this question by reading a variety of literary texts with characters that care for birds. They then learn about writing opinions as they investigate a specific bird, Pale Male, who built its nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. Students also learn about some of the problems birds face more generally, and what humans can do to help them live and grow. They learn about the myriad ways birds are helpful to plants, animals, and people. For the performance task, students create a piece of artwork and writing that serves an authentic need in their school or local community: a Feathered Friend Saver. This performance task includes a high quality portrait of a local bird that is formatted to attach to a window. When displayed in a window, the portrait helps to prevent birds from flying into the window. Students also individually create a short piece of writing to teach the recipient of the Feathered Friend Saver facts about birds.</p>

## Grade 1: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Texts <sup>1</sup>	<ul style="list-style-type: none"> <li>• <b>A Chef's Tools</b>, Holden Strauss (RI, NC950; one per classroom)</li> <li>• <b>I Use Science Tools</b>, Kelli L. Hicks (RI, 490; one per classroom)</li> <li>• <b>My Math Toolbox</b>, Nancy Kelly Allen (RI, N/A; one per classroom)</li> <li>• <b>The Little Red Pen</b>, Janet Stevens and Susan Stevens Crummel (RL, AD300; six per classroom)</li> <li>• <b>The Most Magnificent Thing</b>, Ashley Spires (RL, AD380; six per classroom)</li> <li>• <b>Tools</b>, Ann Morris (RI, BR, six per classroom)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does the Sun Sleep?: Noticing Sun, Moon and Star Patterns</b>, Martha E. H. Rustad (RI, 370; one per classroom)</li> <li>• <b>Kitten's First Full Moon</b>, Kevin Henkes (RL, 360, two per classroom)</li> <li>• <b>Papa, Please Get the Moon for Me</b>, Eric Carle (RL, AD310; one per classroom)</li> <li>• <b>Summer Sun Risin'</b>, W. Nikola-Lisa (RL, N/A; six per classroom)</li> <li>• <b>Sun and Moon</b>, Lindsey Yankey (RL, N/A; one per classroom)</li> <li>• <b>What Makes Day and Night</b>, Franklyn M. Branley (RI, 230; six per classroom)</li> <li>• <b>What the Sun Sees, What the Moon Sees</b>, Nancy Tafuri (RL, 260; six per classroom)</li> <li>• <b>Why the Sun and the Moon Live in the Sky</b>, Elphinstone Dayrell (RL, 570; one per classroom)</li> <li>• "Elvin, the Boy Who Loved the Sky," 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• "What are They?: The Sun, Moon and Stars," 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)</li> <li>• "What We See: The Sun, Moon, and Stars," 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Beaks</b>, Sneed Collard (RI, IG 970; one per pair)</li> <li>• <b>Birds</b>, Kevin Henkes (RL, AD410; one per classroom)</li> <li>• <b>Birds (Scholastic Discover More)</b>, Penelope Arlon and Tory Gordon-Harris (RI, 620; one per pair)</li> <li>• <b>Feathers: Not Just for Flying</b>, Melissa Stewart (RI, 910; one per pair)</li> <li>• <b>Flight School</b>, Lita Judge (RL, AD420; one per classroom)</li> <li>• <b>Just Ducks</b>, Nicola Davis (RL, AD940; one per classroom)</li> <li>• <b>Little Kids First Big Book of Birds</b>, Catherine Hughes (RI, NC800; one per pair)</li> <li>• "Did You Know?" 2016. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A Place for Birds</b>, Melissa Stewart (RL, 520; one per pair)</li> <li>• <b>City Hawk</b>, The Story of Pale Male, Meghan McCarthy (RL, AD880; one per classroom)</li> <li>• <b>Lost and Found</b>, Oliver Jeffers (RL, N/A; one per classroom)</li> <li>• <b>Maggie the One-Eyed Peregrine Falcon: A True Story of Rescue and Rehabilitation</b>, Christie Gove-Berg (RL, 520; one per classroom)</li> <li>• <b>Olivia's Birds: Saving the Gulf</b>, Olivia Boulter (RI, 880; one per classroom)</li> <li>• <b>Pierre the Penguin: A True Story</b>, Jean Marzollo (RL, AD580; one per classroom)</li> <li>• <b>The Lion and the Bird</b>, Marianne Dubuc (RL, AD160; one per classroom)</li> <li>• "Birds are Human Helpers." (RI, one per student; included in the module materials)</li> <li>• "What's Best? The Debate About Pale Male's Nest" (RI, one per student; included in the module materials)</li> </ul>
Lexile®	In Kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.			
Performance Task	<p><b>Product:</b> A Magnificent Thing for the Classroom  <b>Format:</b> Product creation and informational writing  <b>CCSS:</b> W.1.2, SL.1.1</p>	<p><b>Product:</b> Revising and Editing "What the Sun Sees" Narrative Poems  <b>Format:</b> Narrative poems  <b>CCSS:</b> W.1.5, L.1.1f,j, L.1.2b</p>	<p><b>Product:</b> Expert Bird Riddle Card and Scientific Drawing Cards Matching Game  <b>Format:</b> Informational riddle  <b>CCSS:</b> W.1.5, W.1.7, L.1.1.f,g, L.1.2.b,e  <b>NGSS:</b> 1.LS1.A</p>	<p><b>Product:</b> Feathered Friend Saver  <b>Format:</b> Informational paragraph and Scientific Bird illustration  <b>CCSS:</b> W.1.2, W.1.5, W.1.6, L.1.1b,f,g, L.1.2a,b,c</p>

<sup>1</sup> Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

## Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	<p><b>Title:</b> Focused Read-aloud and Writing about Tools</p> <p><b>Format:</b> Picture sort, speaking and listening, and short constructed response</p> <p><b>CCSS:</b> RI.1.1, RI.1.7, SL.1.1, L.1.5a</p>	<p><b>Title:</b> Reading and Answering Questions about <i>Kitten's First Full Moon</i></p> <p><b>Format:</b> Drawing and short constructed response</p> <p><b>CCSS:</b> RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6</p>	<p><b>Title:</b> Informational Reading Short Response about Birds</p> <p><b>Format:</b> Selected response and short constructed response</p> <p><b>CCSS:</b> RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7</p>	<p><b>Title:</b> Comparing and Contrasting <i>Pierre the Penguin</i> and <i>Maggie the One-Eyed Peregrine Falcon</i></p> <p><b>Format:</b> Selected response and short constructed response</p> <p><b>CCSS:</b> RL.1.1, RL.1.3, RL.1.9</p>
Unit 2	<p><b>Title:</b> Focused Read-aloud Session 4 and Writing about Habits of Character</p> <p><b>Format:</b> Selected response and short constructed response</p> <p><b>CCSS:</b> RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2, SL.1.1</p>	<p><b>Title:</b> Discussing Observable Patterns in the Sky</p> <p><b>Format:</b> Science Talk (discussion protocol)</p> <p><b>CCSS:</b> SL.1.1a,b, SL.1.4</p>	<p><b>Title:</b> Informative Writing: Birds' Body Parts Help Them Survive</p> <p><b>Format:</b> Scaffolded writing</p> <p><b>CCSS:</b> W.1.2, W.1.7</p>	<p><b>Title:</b> Opinion Writing: Take the Nest Down!</p> <p><b>Format:</b> Scaffolded writing</p> <p><b>CCSS:</b> W.1.1, W.1.7, W.1.8 L.1.1a,b,d,g, L.1.2a,b,e, L.1.6</p>
Unit 3	<p><b>Title:</b> Writing to Show Understanding: Describing a Habit of Character</p> <p><b>Format:</b> Scaffolded writing</p> <p><b>CCSS:</b> W.1.2</p>	<p><b>Title:</b> Using Observations of the Sun to Write a Narrative Poem</p> <p><b>Format:</b> Scaffolded writing</p> <p><b>CCSS:</b> W.1.3, L.1.1f, L.1.1j, L.1.2b</p>	<p><b>Title:</b> Responding to Text: Thinking about Illustrations and Speaking</p> <p><b>Format:</b> Speaking and listening</p> <p><b>CCSS:</b> SL.1.1c, SL.1.5</p>	<p><b>Title:</b> Identifying Reasons People Need Birds</p> <p><b>Format:</b> Selected response and short constructed response</p> <p><b>CCSS:</b> RI.1.1, RI.1.4, RI.1.8, SL.1.2, L.1.4a, L.1.4b, L.1.4c</p>

## Common Core State Standards for ELA &amp; Literacy Formally Assessed, by Module

- In the curriculum map on the following pages, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map on the following pages, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map on the following pages, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.

## Grade 1: Curriculum Map

### Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
<b>RL.1.1</b> Ask and answer questions about key details in a text.	X	X		X
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.		✓		✓
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	X	X		X
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X	✓		
<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		✓		
<b>RL.1.6</b> Identify who is telling the story at various points in a text.		✓		
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	X	X		✓
<b>RL.1.8</b> (not applicable to literature)	N/A			
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.				X
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Integrated throughout.			

### Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
<b>RI.1.1</b> Ask and answer questions about key details in a text.	X	✓	X	X
<b>RI.1.2</b> Identify the main topic and retell key details of a text.		✓	X	✓
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.			X	✓
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		✓	X	X
<b>RI.1.5</b> 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.			X	
<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		✓	✓	✓
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	X	✓	X	✓

	Module 1	Module 2	Module 3	Module 4
<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.				X
<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			✓	
<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	Integrated throughout.			

### Reading Standards: Foundational Skills

Note: These standards are assessed in the K–2 Reading Foundations Skills Block Curriculum; see Grade Level Scope and Sequence documents.

### Writing Standards

	Module 1	Module 2	Module 3	Module 4
<b>W.1.1</b> 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 some sense of closure.				X
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X		X	✓
<b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		X		
<b>W.1.4</b> (begins in Grade 3)	N/A			
<b>W.1.5</b> 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.		✓	✓	✓
<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				✓
<b>W.1.7</b> 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 instructions).			X	X
<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		X	✓	X
<b>W.1.9</b> (begins in Grade 4)	N/A			
<b>W.1.10</b> (begins in Grade 3)	N/A			



**Speaking and Listening Standards**

	Module 1	Module 2	Module 3	Module 4
<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	
<b>SL.1.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	X	✓	✓
<b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	X	✓	✓
<b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓	X	
<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		X	✓	X
<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				✓
<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		X		✓
<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			X	✓
<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.				✓

## Language Standards

Note: Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart on the following pages shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

	Module 1	Module 2	Module 3	Module 4
<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Taught and assessed in the K-2 Reading Foundations Skills Block.			
<b>L.1.1a</b> Print all upper- and lowercase letters.	Taught and assessed in the K-2 Reading Foundations Skills Block			
<b>L.1.1b</b> Use common, proper, and possessive nouns.		✓		X
<b>L.1.1c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		✓		
<b>L.1.1d</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		✓		X
<b>L.1.1e</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		✓		
<b>L.1.1f</b> Use frequently occurring adjectives.		X	✓	✓
<b>L.1.1g</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).			✓	X
<b>L.1.1h</b> Use determiners (e.g., articles, demonstratives).				✓
<b>L.1.1i</b> Use frequently occurring prepositions (e.g., during, beyond, toward).		✓		
<b>L.1.1j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	✓	X		✓
<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Taught and assessed in the K-2 Reading Foundations Skills Block.			
<b>L.1.2a</b> Capitalize dates and names of people.	✓	✓	✓	X
<b>L.1.2b</b> Use end punctuation for sentences.	✓	X	✓	X
<b>L.1.2c</b> Use commas in dates and to separate single words in a series.		✓	✓	X
<b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Taught and assessed in the K-2 Reading Foundations Skills Block.			
<b>L.1.2e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Taught and assessed in the K-2 Reading Foundations Skills Block.			

## Grade 1: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>L.1.3</b> (begins in Grade 2)	N/A			
<b>L.1.4</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.				
<b>L.1.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.		✓		X
<b>L.1.4b</b> Use frequently occurring affixes as a clue to the meaning of a word.				X
<b>L.1.4c</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				X
<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				
<b>L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	X			
<b>L.1.5b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	✓			