

Jemez Valley Public Schools
FIRSTGRADE LANGUAGE ARTS • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: Reading and Listening for Comprehension			
Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<p>Increase vocabulary through reading, listening, and interacting (year long)</p> <p>Listen to short stories.</p> <p>Follow simple oral instructions (year long).</p> <p>Associate target words with prior knowledge (year long).</p> <p>Segment the phonemes of one-syllable words.</p> <p>Develop phonemic awareness and knowledge of alphabetic principles by blending the phonemes of one-syllable words.</p> <p>Use phonics knowledge and sound-letter relationships to decode regular one-syllable words (year long).</p> <p>Recognize high-frequency and common irregularly spelled words in text (year long).</p> <p>Recognize repetition and predict repeated phrases.</p> <p>Predict and explain what will happen next in a story.</p> <p>Introduce self-monitoring comprehension by using retelling and summarizing (year long).</p> <p>Develop phonemic awareness and knowledge of alphabetic principles by changing the beginning, middle, and ending sounds to produce new words (year long).</p> <p>Demonstrate familiarity with a variety</p>	<p>Respond and elaborate in answering Who, What, When, Where, and How questions.</p> <p>Introduce self-monitoring comprehension by using questioning (year long).</p> <p>Retell short stories.</p> <p>Discuss and explain response to How, Why, and What If questions in sharing narrative texts.</p> <p>Describe differences and similarities between different stories (characters, plot, and setting).</p> <p>Read aloud with fluency and comprehension (year long).</p>	<p>Follow simple written instructions.</p> <p>Explore an author's choice of words.</p> <p>Use sentence meaning, story meaning, pronunciation and syntax to confirm accurate decoding or to self-correct errors (year long).</p> <p>Discuss and explain response to How, Why, and What If questions in sharing expository texts</p> <p>Introduce decoding unknown words using basic elements of phonetic analysis (common letter-sound relationships) and structural analysis (syllables, suffixes, prefixes, root words). (2nd grade).</p>	<p>Discuss similarities and differences in events and characters across stories (2nd grade).</p> <p>Pose possible How, Why, and What If questions to understand and/or interpret texts (2nd grade)</p> <p>Practice independently recalling facts and details in text (2nd grade).</p> <p>Interpret information from diagrams, charts, and graphs (2nd grade).</p>

of resources (text, manipulatives, technology, pictures, photographs, etc.).			
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Strand 2: Writing and Speaking for Expression			
Standard: Students will communicate effectively through speaking and writing.			
Engage in discussions resulting in written products (year long). Apply phonics to write independently, using emergent and/or conventional spelling. Write all upper and lower case letters of the alphabet using correct letter formation (year long). Use basic capitalization and punctuation for first word in sentence and period to end declarative sentence. Read aloud with fluency and comprehension (year long). Begin writing. Use basic capitalization and punctuation for proper names. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.	Select and use new vocabulary and language structures (retelling, using exclamatory phrases to express emotional response to events or ideas). Practice: Vocabulary Strategies Practice: Teachers reads and identifies different genres with students expected to use new vocabulary and language structures in their writing and oral language. Resource: Jack Prelutsky, Shel Silverstein, nursery rhymes, songs, picture books, Big Books (non-fiction and fiction) Use basic punctuation for question marks to end interrogative sentence. Write descriptions of familiar persons, places or objects. Relate prior knowledge to textual information. (prewriting, brainstorming, graphing writing ideas). Use complete sentence to write simple text (year long). Write by using an author's model of language and extending the model (writing different endings for the story, composing an innovation of a poem) (year long)	Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction) (year long). Confirm predictions about what will happen next in a text by identifying key words (reread to edit). Use context to resolve ambiguities about word and sentence meaning (reread to edit). Begin to utilize conventional spelling. Compose a variety of products (short stories, letters, simple poems, descriptions, journal entries) (year long). Spell correctly using: (a) Previously studied words; (b) Spelling patterns and (c) Analysis of sounds (2nd). Self-monitor composition by rereading and peer conferences	Introduce capitalization punctuation, and paragraphs (beginning, middle, and end) in own writing (2nd). Begin to assist others to edit writing (2nd).
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Strand 3: Students will use literature and media to develop an understanding of people, societies, and the self.			
Standard: Students will communicate effectively through speaking and writing.			
Use correct words to name objects or tell actions (year long). Take turns, express ideas, and ask questions (year long). Identify and use capital letters to write the word "I" and the first letter in own name.	Use appropriate vocabulary when retelling/dramatizing stories (year long). Write sentences using writing frames. Represent spoken language with emergent letters.	Use a variety of sentence patterns. Write to express own meaning. Clarify and sort words by general categories. Dictate a story based on one's own experience with a beginning, middle, or end.	Share information and ideas using complete sentences (1st). Retell, reenact, or dramatize stories or parts of stories, including personal events.

<p>Use pictures and context to make predictions about story content.</p>	<p>Write most letters of the alphabet.</p> <p>Analyze sounds in a word and writing dominant consonant letters</p> <p>Write sentences using patterned writing.</p> <p>Represent spoken language with conventional letters.</p> <p>Label pictures.</p> <p>Listen to and retell stories.</p> <p>Write all letters of the alphabet.</p> <p>Analyze sounds in a word and writing dominant consonant letters, initial and final consonant sounds</p>	<p>Ask questions to resolve confusion about a topic.</p> <p>Analyze sounds in a word and writing dominant consonant letters, initial and final consonant sounds, and medial sounds.</p> <p>Recognize and make complete, coherent sentences when speaking.</p> <p>Connect information and events in a text to make predictions.</p>	
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