

[illegible][illegible]

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 3	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c I, II	
Week 4	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	Savvas
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RC.7	1.RC.7 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts of information in a text.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c I, II	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RC.7	1.RC.7 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts of information in a text.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 5	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
Week 6	1.W.8	1.W.8 a, b, c l, ll	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RC.7	1.RC.7 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts of information in a text.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c l, ll	
End of Grading Period			
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 7	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c l, ll	
Week 8	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c l, ll	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RC.8	1.RC.8 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 9	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals,verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't).	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas,organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c I, II	
Week 10	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RC.7	1.RC.7 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts of information in a text.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.7	1.RF.7 Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals,verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't).	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas,organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c I, II	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 11	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals,verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas,organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c l, ll	
Week 12	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals,verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RC.3	1.RC.3 Using key details, identify and describe the elements of plot, character, and setting.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	

T1: Curriculum Map			
Week	Indicator	Standard	Assessment
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8	1.W.8 a, b, c I, II	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.1	Recognize components of a sentence (e.g. capitalization, first word, ending punctuation).	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b I, II, c I, II, III	
Week 2	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RC.3	1.RC.3 Using key details, identify and describe the elements of plot, character, and setting.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.1	Recognize components of a sentence (e.g. capitalization, first word, ending punctuation).	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b I, II, c I, II, III	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 3	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b I, II, c I, II, III	
Week 4	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b I, II, c I, II, III	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 5	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RC.2	1.RC.2 Retell stories, fables, and fairy tales in sequence including key details, and demonstrative comprehension of their central message or message	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b l, ll, c l, ll, III	
Week 6	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RC.2	1.RC.2 Retell stories, fables, and fairy tales in sequence including key details, and demonstrative comprehension of their central message or message	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.RF.7	1.RF.7 Decode grade level base words and affixes including common plurals, verb tenses, inflectional suffixes, simple compound words, contractions	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b l, ll, c l, ll, III	
End of Grading Period			
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 7	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b I, II, c I, II, III	
Week 8	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.5	Identify the basic characteristics of familiar narrative text genres (e.g. fairy tales, nursery rhymes, storybooks).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RC.2	1.RC.2 Retell stories, fables, and fairy tales in sequence including key details, and demonstrative comprehension of their central message or message	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b I, II, c I, II, III	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 9	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
Week 10	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b l, ll, c l, ll, III	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
Week 11			
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b l, ll, c l, ll, III	
	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
Week 12	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b l, ll, c l, ll, III	
Week 12	1.RF.2	1.RF.2 Blend sounds, including consonant blends, to produce single and multi-syllable words.	Savvas
	1.RF.3	1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	1.RF.4 Segment individual phonemes in one-syllable words.	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1	1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text.	
	1.CC.1	1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
	1.CC.4	1.CC.4 Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension.	
	1.RF.5	1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	
	1.RF.6	1.RF.6 Decode one-syllable words in the major syllable types (CVC,CVr, V, VV, VCe), independent of context.	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	1.W.1 Write all uppercase and lowercase letters legibly, and space letters, words and sentences appropriately.	
	1.W.4	1.W.4 Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas, organized into a beginning, middle and ending.	
	1.W.8 abc	1.W.8 abc Demonstrating command of capitalization, punctuation, and spelling, focusing on: a, b l, ll, c l, ll, III	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	1RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.1		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
Week 2	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 3	1.RF.2		
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W.4		
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 4	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 5			
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 6	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
End of Grading Period			
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 7	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 8			
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 9	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	
	1.RC.		
	1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)	
	1.RF.8	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.W.8 abc	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	

T3: Curriculum Map

[illegible]

T3: Curriculum Map			
Week	Indicator	Standard	Assessment
Week 12			