Grade One
What should my students learn from September to November?

By the end of first grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in first grade should have in literacy, mathematics, science and social studies. This learning map helps you know the types of teaching and learning experiences students should have in these content areas from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade-level content. This is learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

First grade is a year of firsts! It is the first truly academic year in which children continue their physical, cognitive, emotional, social, and moral development but add a new layer of learning that is different in focus, format, and complexity. This is a year where much emphasis is placed on developing strong foundational skills and expanding academic vocabulary. It is also a seminal year for building academic knowledge. Thus, first graders are faced with much to learn and many different ways to learn.

Reading Foundations	**Foundational Literacy** Teaching foundational reading skills (phonemic/phonological awareness, phonics and fluency) is paramount in first grade. These skills represent the building blocks of all literacy instruction that is to come in later grades and are critical in helping children learn how to read. High-quality literacy instruction for first grade includes all components of foundational literacy such as print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency. Research has shown that instruction in foundational literacy skills: • Is best delivered directly and explicitly using a multi-sensory curriculum that has a defined and systematic scope and sequence following a carefully designed sequence (e.g., Heggerty Phonemic Awareness Curriculum, Wilson Fundations, Recipe for Reading, etc.); • Is offered ideally 45 – 60 minutes a day to all students (with some students requiring additional instruction within specific skills and strategies) through use of a multi-sensory curriculum paired with activities related to print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency embedded into other parts of reading and writing as well as other subjects throughout the day where possible; • Includes explicit modeling with opportunities for guided and independent targeted practice; • Provides students with the opportunity to read and re-read decodable texts related to previously taught skills; • Includes modeling of fluent reading through read alouds and reading with students (e.g., choral reading) as well as listening to other children read; When teaching foundational literacy skills, two important research validated practices are direct, explicit instruction and active engagement Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction. **Direct, Explicit Instruction** In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an

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explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase.

Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	· Demonstrate the skill or strategy · Use 'think alouds' to describe how to apply the skill or strategy · Use clear, consistent, and concise language · Involve students in examples and non-examples where helpful	While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.
Guided Practice (We Do)	· Provide prompts and scaffolds to promote student success with the new skill or strategy · Provide informative and affirmative feedback · Fade prompts as students demonstrate success	The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.
Independent Practice (You Do)	· Provide students with opportunity to apply the skill independently · Monitor student understanding · Provide informative and affirmative feedback	Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.

Active Participation
It is important that we maintain a high level of student-teacher interaction through eliciting frequent responses throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participations allows students to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

The First Grade Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy
Most first graders are securing their understanding of letters, sounds, and the relationship between the two. As a result of systematic phonics instruction along with reading, writing, and spelling instruction, which all contribute to reading development, by the end of the year, students are able to decode new words, remember how to read familiar words by sight, invent spellings by writing letters for all the phonemes in words, and then move to invent spellings in chunks of logical spelling patterns as well as learning the conventional spellings of many words. Through direct instruction of a systematic phonics program as part of comprehensive literacy instruction, first graders are taught important skills they need to become proficient readers. First graders will typically crack the alphabetic code by the end of the year and use their knowledge of phonics to decode and spell high-frequency words needed for their grade level.

First-grade students will grow tremendously across the year and it is anticipated they will move up an average of seven reading levels across the school year. As students progress across reading levels, close attention must be paid to academic progress at this early stage as it relates to phonics and fluency. Because students within a class and grade will vary in their reading progress, differentiation and targeted small-group instruction during the reading block is essential to address students' individual reading goals and skill development. This

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differentiation and targeted small-group instruction should be grounded in assessment of discrete areas such as phonemic awareness, phonics and fluency and carries a particular importance in first grade so that students move up reading levels quickly across the year.

Special note for blended and remote instruction
Teaching of foundational literacy skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of foundational literacy skills and research proven approaches, instruction in foundational literacy skills should be prioritized for synchronous instruction on any days a student is receiving remote instruction. This creates the conditions for the teacher to deliver instruction related to foundational literacy employing research validated approaches. View this resource for tips on how to teach foundational literacy skills remotely: Routines for Teaching Remotely.

Using this Learning Map
Below you will find the teaching and learning experiences that most first grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around.

	What will the learning look like? *In the beginning of the year, kindergarteners have the learning experiences below.*	**What pedagogical practices can support this?** *Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*
Phonological/ Phonemic Awareness *The teaching and learning reflected here is connected to Priority Learning Standards 1RF2*	**Hear and Identify Sounds** • Work on listening carefully to sounds (phoneme level) • Blend and segment sounds (phoneme level)	**Hear and Identify Sounds** • Blending: Given a word separated into phonemes, ask students to combine the sounds to form a whole word. Model using a movement like tapping or sweeping when doing this. e.g., "What word is /c/ /a/ /t/?" • Segmentation: Given a whole word, ask students to separate the word into individual phonemes and says each sound. e.g., "How many sounds in cat? Can you say them sound by sound?" • Teacher models using manipulatives such as sound circles or different colored tiles to identify sounds heard in words; Try these **At Home Resources.** • Elkonin boxes build phonological awareness skills by segmenting words into individual sounds, or phoneme (Reading Rockets) • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant) words. (National Center on Intensive Intervention)

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	Sound and Word Discrimination • Manipulate individual sounds in one-syllable words	**Sound and Word Discrimination** • Deletion: Given a word, students recognize the word that remains when a phoneme is removed from that word. e.g., "What is track without /t/?" • Addition: Given a word, students make a new word by adding a phoneme. e.g., "What word do you have if you add /s/ to the beginning of tack?" • Substitution: Given a word, students make a new word by replacing one phoneme with another. e.g., "The word is cat. Change the /t/ to /n/. What's the new word?" • For additional guidance on phonemic awareness, visit these short professional learning videos: Phonological and Phonemic Awareness and Beginning Phonemic Awareness
Print Concepts *The teaching and learning reflected here is connected to* *Priority Learning Standards* *1RF1*	**Basic Features of Print** • Recognize features of a sentence (first word, capitalization, ending punctuation)	**Basic Features of Print** • Use big books or enlarged texts to point out features of a sentence, such as the first word, capitalization and ending punctuation. • Identify a variety of ending punctuation when reading with students.
Phonics *The teaching and learning reflected here is connected to* *Priority Learning Standards* *1RF3*	**Alphabetic Principle** • Produce sounds associated with common blends and consonant digraphs, e.g., sh, ch, th **Word Recognition** • Decode long vowel sounds in regularly spelled one-syllable words, e.g. final e and common vowel teams • Decode regularly spelled one-syllable words	**Alphabetic Principle** • Use phonogram and key word cards cumulatively to teach letter-sound correspondence every day. Teacher explicitly models letter and sound for each with opportunity for guided practice immediately following and immediate corrective feedback when necessary. Watch this video to learn more: Model remote video • Explicitly teach manner and place of articulation by prompting students to look at mouth position when producing individual speech sounds. • Learning Letter/Sound Identification (National Center on Intensive Intervention). **Word Recognition** • Use blending routines to teach students how to string together letter sounds of words: o Continuous: Write or display the word sat. Slowly run your finger under the letters as you string each sound. Do not pause between sounds: /sssaaat/. Go from a slower pace to a bit faster: /sssaaat/, /ssaat/, /sat/. Then tell students the word is sat.

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	• Understand that every syllable in a word contains a vowel sound • Determine the number of syllables in a printed word • Recognize and identify root words and simple suffixes, e.g. run/runs, walk/walked • Read many common high-frequency words by sight	• Create lists of words with a new targeted phonics skill as well as previously taught sound-spellings to practice blending. Model how to blend and guide students, providing corrective feedback as needed. See examples- include link to blending lines samples (Blevins, 2006) • Create decodable connected texts for students to apply their knowledge of learned sound-spelling relationships. • Teach word awareness activities, such as word building and word sorts. Include work with root words and simple suffixes. • Focus instruction on letters and/or letter patterns when teaching high frequency words. • Teaching High Frequency Words (Blevins, 2006)

Fluency
 	
The teaching and learning reflected here is connected to
Priority Learning Standards
1RF4
	Automaticity
	• Demonstrate accuracy when reading decodable texts.
	
	Prosody & Rate
	• Listen to fluent reading through read alouds
	• Engage in both choral (reading together with the teacher) and echo (teacher reads then student reads) through shared readings
	• Engage with partners or independently in repeated readings to practice fluent reading
	• Read with appropriate phrasing by chunking words together into meaningful parts
		Automaticity
		• Include opportunities for students to practice previously taught sound-spelling correspondence by reading and re-reading decodable texts.
		• Use speed drills to provide opportunities for students to practice previously taught sound-spelling correspondence and high frequency words.
		
		Prosody & Rate
		• Shared Reading:
		   o Read books aloud and/or engage students in choral and echo reading throughout the day to model fluent reading and build fluency.
		   o Provide multiple opportunities for students to listen to and engage with the same text.
		• Pair more fluent readers with less fluent readers to take turns reading to each other and to provide corrective feedback.
		• Model and provide opportunities for students to engage in Phrase-Cued Oral Reading activities. This is best done through choral reading.
		   o For examples, visit: https://ortongillinghamonlinetutor.com/12605-2/

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Reading	The First Grade Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy

The First Grade Experience: Excerpts from the [NYC DOE Pre-K to 2 Framework for Early Literacy](#)

The process of successful reading acquisition is complex and all of the components of reading and writing must be addressed in an interconnected way over the course of instruction and learning. First graders exhibit a wide range of readiness for beginning reading teachers can capitalize upon, in part due to the range of preparedness they have received and achieved in Kindergarten, Pre-Kindergarten as well as outside of school.

First-grade students will grow tremendously across the year and it is anticipated they will move up an average of seven reading levels across the school year. As studen progress across reading levels, close attention must be paid to academic progress at this early stage as it relates to language, vocabulary and reading comprehension. As first graders transition through reading levels, they should have daily access to texts that are at both their independent and instructional reading levels. Time spent reading texts at their reading level allows students opportunities to practice applying the reading behaviors, skill, and strategies they have been taught and which are needed to reach proficiency while time engaging with texts at their instructional levels allows students to build language and knowledge through exposure to complex grade level texts. Because students within a class and grade will vary in their reading progress, differentiation and targeted small-group instruction during the reading block is essential to address students' individual reading goals and skill development. This differentiation and targeted small-group instruction should be grounded in assessment of discrete areas such as phonemic awareness, phonics and fluency and carries a particular importance in first grade so that students move up reading levels quickly across the year.

Knowledge building is also important to first graders because in reading, the more they know about a topic, the more likely they are to comprehend text about that topic. Most children are fully aware of how much they know, and they delight in learning more broadly and deeply about specific topics. Teachers should select texts that build upon students prior knowledge and reflect the richness of their cultures and backgrounds to build knowledge and language.

Instruction, practice, and feedback in future grades are critical to ensure that students are able to work effectively with a partner or in small groups. These interpersonal skills are built out of opportunities for play and other types of engagement with peers in Pre-Kindergarten and Kindergarten. First graders come to school ready and eager to learn, to show what they know, and to continue to build upon these important skills that support future learning.

Pedagogical Practices

When teaching literacy skills, two important research validated practices are direct, explicit instruction and active engagement Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction.

Direct, Explicit Instruction

In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase.

Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	· Demonstrate the skill or strategy · Use 'think alouds' to describe how to apply the skill or strategy · Use clear, consistent, and concise language · Involve students in examples and non-examples where helpful	While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.

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Guided Practice (We Do)	· Provide prompts and scaffolds to promote student success with the new skill or strategy · Provide informative and affirmative feedback · Fade prompts as students demonstrate success	The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.
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Active Participation

It is important that we maintain a high level of student-teacher interaction eliciting frequent responses throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participations allows students to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

Special note for blended and remote instruction: Teaching of literacy skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of literacy skills and research proven approaches, these components of literacy instruction should be prioritized for synchronous instruction on any days a student is receiving remote instruction. Where appropriate, you will notice links to digital resources throughout this section that may be used to support reading comprehension. These resources may be used to complement your school's shared, inclusive and digital curriculum.

Using this Learning Map

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Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.

What will the learning look like?	What pedagogical practices can support thi	ELA

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	In the beginning of the year, first graders have experiences that support the learning below.	*Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*

Reading Behaviors, Routines and Habits
 	
The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.
	Students are provided with opportunities to:
	
	• Self-select books based on interest
	
	• Engage in partner reading
	
	• Begin to read decodable texts independently
	
	• Engage in discussions about texts, focus on listening to others, turn taking and staying on topic
	
	• Build on the ideas of others during collaborative conversations.
		Teachers may:
		
		• Establish a classroom library which includes picture books, informational texts, pre-decodable, predictable and decodable books within a range of topics and representative of the cultures and interests of the students.
		• Set up a book shopping schedule/system.
		• Utilize accessible digital collections such as Sora, Epic!, MyOn.
		• Set up remote reading partners. Have students video conference their reading partner to read together. For tips, visit: Structured Partner Responses
		• Establish how partnerships read together (e.g., take turns, provide each other support) and model for students; Use a fishbowl to highlight strong partnerships with the class. For further ideas visit: Reading Rockets: Paired Reading
		• Set up remote reading partners; Have students video conference their reading partner to read together using Structured Partner Responses.
		   o Try having students record short videos to share with their reading partner.
		• Select texts that correlates with a reader's phonics and word reading skills. For online book recommendations, see:
		   o Flyleaf Decodable Readers
		   o Free Decodable Readers
		• Use reading logs to track growth in reading volume and stamina. For sample reading logs, see https://www.weteachnyc.org/resources/resource/reading-power-and-passion-resources-support-independent-reading-web-version/ (pp.199-208).
		• Engage students in daily read-alouds to ensure they hear fluent reading every day.
		   o For tips on delivering virtual read alouds, see 7 Tech Tips for Your Next Read-Aloud
		• Model use of conversational prompts that support focused listening as well as turn taking, e.g. "I heard you say... I think..."
		• Provide students with opportunities to respond to stories by answering and asking questions, discussing ideas, and relating events to personal experiences. Use Flipgrid to allow students to post an idea that others can respond to.
		• Use prompts and sentence frames to scaffold oral responses about text. See examples https://www.weteachnyc.org/resources/resource/reading-power-and-passion-resources-support-independent-reading-web-version/ (p. 177; p. 179)
		• While video conferencing, give students opportunities to discuss the texts. Teach students to use features like the "raise hand feature" to promote turn taking.

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Comprehension	Students are provided with opportunities to:	Teachers may:

The teaching and learning reflected here is connected to [Priority Learning Standards](#)
 1R1
 1R2
 1R3
 1R4
 1R 7/8
 1SL1
 1SL2
 1SL3
 1L6
	Building Language and Knowledge
	
	 • Explore and read diverse texts connected to a similar topic or theme
	
	 • Build knowledge-base and vocabulary on grade appropriate content area topics and themes
	
	 Integration of Knowledge and Ideas/Comprehension
	 • Share how books read are like experiences from their own lives and the world around them
	
	 • Answer questions and prompts and ask questions about key ideas and details in texts
	
	 • Describe how illustrations/photographs support ideas in a text
		Building Language and Knowledge
		 • Choose high-quality, diverse texts offering a wide variety of topics and genres, such as folk tales, fantasy, informational books, narrative non-fiction and poetry. Ensure that these texts are representative of the cultural diversity in your classroom.
		 • Select texts on a similar topic or theme as a way of building knowledge and creating familiarity. (E.g. friendship, school community, families, etc.). For more ideas about book selections, refer to the following resource: [Children's Literacy Initiative: Getting Started with Intentional Read Aloud](#)
		 • Read rich literary texts of varying complexities with student's multiple times; Make paper and ebooks available to students to read at home.
		 • Select a small set of high utility academic words from the texts read aloud, that are related to the big ideas of the text, and/ or the content; Model word learning strategies; Provide ample opportunities for students to use these high utility words in their conversations about the text.
		
		 Integration of Knowledge and Ideas/Comprehension
		
		 • Select texts that students can connect with that are reflective of students' rich background and cultures to tap into prior knowledge.
		 • Use think aloud to model making connections between:
		    o Events, characters, and settings in the story to specific life experiences.
		    o Topics in informational texts and prior knowledge.
		 • Connect with prior knowledge to build schema in your book introduction. E.g., Introduce briefly what the book is about (a family), state your connection to the text (I know already a lot about families that will help me understand this book better) and activate students' prior knowledge (let's brainstorm what you already know about families).
		 • Provide students with opportunities to respond to stories by answering and asking questions, discussing ideas, and relating events to personal experiences.
		    o Provide sentence frames to support responses. For example, a sentence frame might say, "This made me think…" or "This reminded me of…"
		 • [Physical Distance Response Formats](#) (Anita Archer, 2020)
		 • Use dialogic reading to build awareness of story structure, foster engagement and incorporate active strategic processing of a text
		    o Use the [CROWD prompting and PEER sequence techniques](#) to scaffold instruction.
		 • Have students discuss illustrations/photographs and how they connect to the text.

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- Make logical predictions and support inferential thinking before, during and after reading (listening to a story)

Informational Texts
- Begin to identify the main topic of an informational text
- Begin to retell facts and important details in informational text
- Begin to describe pieces of information in an informational text

Literary Texts
- Begin to identify the main idea of a text and retell important details.

- Begin to describe characters, setting, and major events in a story.

Craft and Structure
- Identify some genres within literary and informational texts.
  - Literary: poetry, fiction, fairytales, nursery rhymes, folk tales
  - Informational: non-fiction, biographies, books and articles, charts/graphs, maps
- Learn about the features of literary texts
  - Who is in the story? (characters)
  - Where and when do the story takes place? (setting)

- Explicitly model generating predictions and inferential thinking using think alouds; ask students to collaboratively make predictions and infer before, during and after reading.
  - Record predictions and return to see whether predictions were correct.

Informational Texts
- Use a think aloud to model thinking about how to determine a topic of an informational text; Have students practice this as a whole group or with a partner.
- Identify stopping points that allow students to discuss how the details support the main topic.
- Make connections between texts of the same topic. Use online tools such as https://www.lucidchart.com/pages/examples/venn_diagram_maker to create interactive resources.
- Give students concept maps to record facts from informational texts; Explicitly teach and model the use of concept maps; Use this resource to create digital concept maps.
- Have students use apps that allow them to write and draw pictures to enhance writing that describe information from the text; Use interactive tools like Google Jamboard.

Literary Texts
- Explicitly teach students to use sequence words (first, next, after that, last) to model retelling important events in a story by modeling; Have students practice together and offer them feedback; Use interactive tools like Google Jamboard.
- Use story maps to discuss concepts of plot, such as problem/solution.
- Explicitly teach students how to describe a character's traits, setting and major story events using description and details from the text to support your thinking by modeling; Provide opportunities for students to practice together and receive feedback; Use interactive tools like Google Jamboard.

Craft and Structure
- Point out features and characteristics of informational and literary texts explicitly. Make comparisons between the two. What is the same? What is different?
  - Co-construct anchor charts with examples of each, using visuals and words; Follow these directions to use Flipgrid to make digital anchor charts.
- Explicitly call out story language found in familiar literary texts (once upon a time) as phrases and vocabulary we expect to find in story books.
- Explicitly call out of informational texts, such as photographs rather than illustrations, headings and captions and how they can support and extend the meaning of the text.

- Explicitly teach students about each story element and how they can support and extend the meaning of the text.

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	- What happened in the story? What happened in the beginning, middle and end of the story? (beginning to understand plot) - What is this story mostly about? (beginning to understand theme) - What does the character want? What problem is the character facing? (beginning to understand problem solution) • Learn about the features of informational texts: - Photographs rather than illustrations - Headings - Captions - Table of contents	• Explicitly teach each feature of informational texts and how they can support and extend the meaning of the text.

Writing	**The First Grade Experience: Excerpts from the [NYC DOE Pre-K to 2 Framework for Early Literacy](#) and NYC DOE Educating Powerful Writers** No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student's culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. It is important to get to know students as writers first as the school year begins. First graders are learning to write different kinds of writing like narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. Knowledge building is important to first graders because in writing, the more they know about a topic, the more they are able to write about that topic. Most children are fully aware of how much they know, and they delight in learning more broadly and deeply about specific topics and kinds of writing to make their writing even better. In the beginning of the year, teachers can establish systems and structures that enable students to grow as writers and engage in the writing process whenever writing by teaching the writing process. When teaching writing, instructional focus must not be on what is produced but rather how writing pieces are produced and making the teaching of writing transparent. Teachers of writing teach the "how" of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this, which is particularly important in first grade since students are first learning the writing process. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the "how" of writing as they write following this process throughout the year. • REHEARSING: Ways to find ideas for writing and prepare to draft

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- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

In first grade, spelling abilities range from the use of invented spelling to conventional spelling. With instruction in both the skills (including the foundational components, such as handwriting, spelling, sentence construction, and grammar), first-grade writers continue to build their spelling skills and learn to spell more conventionally towards the end of the year.

Pedagogical Practices
When teaching writing skills, two important research validated practices are direct, explicit instruction and active engagement Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction.

Direct, Explicit Instruction
In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase.

Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	· Demonstrate the skill or strategy · Use 'think alouds' to describe how to apply the skill or strategy · Use clear, consistent, and concise language · Involve students in examples and non-examples where helpful	While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.
Guided Practice (We Do)	· Provide prompts and scaffolds to promote student success with the new skill or strategy · Provide informative and affirmative feedback · Fade prompts as students demonstrate success	The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.
Independent Practice (You Do)	· Provide students with opportunity to apply the skill independently · Monitor student understanding · Provide informative and affirmative feedback	Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.

Active Participation
It is important that we maintain a high level of student-teacher interaction through eliciting frequent responses throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participations allows students

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to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

Special Note for Blended and Remote Instruction
Teaching of writing skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of writing skills and research proven approaches, these components of literacy instruction should be prioritized for synchronous instruction on any days a student is receiving remote instruction. Where appropriate, you will notice links to digital resources throughout this section that may be used to support writing instruction. These resources may be used to complement your school's shared, inclusive and digital curriculum.

Using this Learning Map
Below you will find the teaching and learning experiences that most first grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:
- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
  - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

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	What will the learning look like? *In the beginning of the year, first graders have experiences that support the learning below.*	What pedagogical practices can support this? *Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.*

Writing Behaviors and Routines
 	
The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.
	Students are provided with opportunities to:
	
	Emergent/Transitional Writing
	• Write every day.
	
	• Contribute ideas for collaborative class writing.
	
	• Produce complete sentences orally.
	
	• Write using a combination of pictures, letters, words and dictation.
	• Draw pictures that match letters, words or beginning sentences.
	
	• Practice handwriting, spelling and text production
	  ○ letter-sound correspondence (beginning, ending, medial)
	  ○ high frequency words
		Teachers may:
		
		Emergent/Transitional Writing
		• Establish a designated period of time for writing in the daily schedule. This time can be used for a variety/combination of approaches to writing instruction, e.g. shared writing, interactive writing, guided writing, independent writing with conferences, etc.
		• Have students create a class text based on shared experience or study and guide the class to decide what to write for each sentence Try this book builder to create digital writing (shared writing).
		• Scaffold by using prompts, questions and models. Write the students' dictated sentences (shared writing).
		
		• Model writing for students using a combination of pictures and words; Use a think aloud to tell students about your process; Use interactive tools like Google Jamboard.
		• Explicitly teach students to match their pictures to their writing through modeling; Have students practice together and offer feedback; Use interactive tools like Google Jamboard.
		• Provide students with opportunity to "read" back their writing using their letters, words or beginning sentences and pictures; Using video conferencing, have a few students "read" their writing; Use break out rooms (where adults are available to support) or form smaller groups of students to do this
		• Have students "share the pen" with the teacher to write familiar words, letters/sounds or other aspects of texts to a class authored writing piece (interactive writing).
		• Provide students with varied sentence frames to be used only as needed; Model the use of sentence frames; Digital frames can be provided within student engagement platforms such as Nearpod that allow teachers to provide sentence frames for students to complete the writing.
		• Explicitly model how to orally rehearse writing pieces before beginning to write; Give students the opportunity to tell the story to a partner, tell the story across your fingers, and tell the story across the page; Have students record short videos that they can share with peers and family members.
		• Use multi-sensory approaches like having students write using dry erase with lines, have students sky write and trace letters/words in sand, water or the palm of their hand.
		• Model how to write letters/words and describe your strokes.

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The Writing Process
- Use the writing process for a variety of purposes
- Examine texts read as mentors for writing

Rehearsing: Finding Ideas and Preparing to Draft
- Brainstorm/share ideas to write about

- Choose topics to write about

- Plan for writing by organizing thinking using a combination of pictures, letters, words and the beginnings of sentences.

Draft
- Write first drafts using a combination of pictures, letters, words and the beginnings of sentences.

Revise
- Improve writing by adding details, matching pictures words, adding a title, etc.

The Writing Process
- Explicitly teach or review the parts of the writing process; Develop an anchor chart that illustrates the writing process and display/post it where students can access it; Follow these directions to use Flipgrid to make digital anchor charts.
- Create a class chart where students can keep track of where they are in the writing process; Make it digital so students can access it both in school and at home.

Rehearsing: Finding Ideas and Preparing to Draft
- Model brainstorming ideas for the students and as a group, ask students to contribute their ideas.
- Offer concepts maps to help students organize their ideas for writing; explicitly teach and model how to use maps; Use this resource to create digital concept maps.
- Use a think aloud to demonstrate how to choose an idea to write about.
- Share ideas for writing with a partner. Use Think, Pair, Share, as routines used to think about their ideas and tell their partners about their ideas before writing.
    - Set up remote partnerships; Encourage students to video conference with their partner.
- Give students tools that help them organize their ideas like concept maps; explicitly model the use of these tools.
- Provide different paper choice aligned to the type of writing, e.g. three-page booklets for narrative stories (beginning, middle, end); Offer students digital tools like: Padlet to Organize Ideas.
- Support students with orally rehearsing their stories, e.g. tell your story across your fingers, across the pages of your booklet, sketch across the pages.
    - Have students practice this by featuring a few students during a video conference and having them practice with their partner or a family member. Students can record the practice with family member if done asynchronously using FlipGrid and share directly with the teacher and classmates.
    - Try this resource for remote instruction: Structured Partner Responses.

Draft
- Explicitly teach students that writers draft after they plan and organize their ideas; Show students the difference between notes for planning and the kind of writing in drafts.
- Identify the type of academic language (vocabulary and language structures) expected in the genre; Model using the academic language (words and language structures) expected in the student's writing.

Revise
- Use a mentor text to explicitly teach students how to revise drafts through modeling.
- Show students how to use their peers and texts as language resources to support their own writing; Students can use words and ideas for their writing from mentor texts.

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	• Confer `with the teacher to learn how to improve their writing
	
	• Give and receive feedback from partners
		• Create a checklist that guides students in revising their writing; Model and guide students in how to use it; Monitor that students are using it when writing independently and making revisions.
		  o Refer to checklists during conferences to reinforce student use.
		  o Make the checklist digital so students can access it at school or at home.
		• Teach students rules for giving a partner feedback; Create an anchor chart that illustrates the rules for giving feedback and display/post it where students can access it.
		  o Provide students with sentence stems to give each other feedback. E.g, "I like the way you...."
		  o Try having students record short videos to share with their writing partner.

	Edit • Check and fix writing for correct spelling of developmentally appropriate words, spacing between words, capitalization at the beginning of sentences, the word "I" and for names and ending punctuation.	**Edit** • Use word walls and alphabet charts to edit for spelling. • Create and model the use of an editing checklist which includes words and visuals. • Establish writing partners and remote writing partners for peer editing using the checklist. o Establish a structure for students to share their writing with remote writing partners and give/receive feedback. • Explicitly show how you stretch out words with only one initial sounds into words with more sounds/ letters. Model a multisensory approach, e.g. tapping the sounds.
	Publish • Select pieces of writing to publish • Polish or embellish the chosen piece • Share published pieces with others	**Publish** • Use a think aloud to model how to select a piece to publish. • Explicitly teach students the difference between drafts and published pieces; Show students examples of each. • Add illustrations, color sketches, create a cover, add an author's page, etc. to polish or embellish the writing. • Give students the opportunity to share their writing with different audiences. e.g. the class, a partner, their family or another class. o Have students record short videos of themselves sharing their writing.

Informative/ Explanatory
 	
The teaching and learning reflected here is connected to [Priority Learning Standards](#) *1W2 & 1W7/8*
	Students are provided with opportunities to:
	
	Immersion
	• Learn that informational writing teaches about something
	• Learn features of informational writing, such as:
	  o Pictures
	  o Charts
	  o Diagrams/Captions
	  o Facts about a topic
	  o Answers questions about a topic
		Teachers may:
		
		Immersion
		• Explicitly teach students that informational writing teaches about something.
		• Expose students to a variety of informational texts and ebooks to serve as mentors for this type of writing.
		• Chart features of informational texts with students (create an anchor chart); Ask students to contribute to the chart; Follow [these directions](#) to use Flipgrid to make digital anchor charts. Monitor student use of this chart during independent writing
		• Have students record what they learned from informational texts.

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	Informational Writing Experiences (Following the Writing Process)	Informational Writing (Should be taught using the Writing Process)

These learning experiences are only expected if informative/ explanatory writing is taught during this timeframe.	• Brainstorm topics to write informational texts about
	• Brainstorm big ideas about their selected topic
	
	• Select topics to write about
	
	• Gather facts and details about selected topics
	
	• Write informational texts to introduce a topic, supplying some facts and provide a closure.
	
	• Revising by adding details like:
	  o Additional facts
	  o Important information
	  o Information a reader might not know about a topic
	  o Diagrams/captions/charts
	  o Remove off-topic or repetitive details
	  o Academic language, where appropriate
		• Use a think aloud to model brainstorming topics to write informational texts; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps.
		• Write a class list where you record children's ideas for writing informational texts.
		• Use a think aloud to model thinking about selecting topics for writing.
		• Choose a topic to write a class informational text about; Have students vote; Model by having whole class participate in shared writing about a topic they have been studying and already have "shared" background knowledge.
		• Explicitly teach students how to gather facts and details about a topic; Have students practice together; Try using this resource for digital concept maps.
		• Model writing an informational piece through shared, interactive or modeled writing;; Use think alouds to model your process; Have the whole class participate in shared writing about a topic they have been studying and already have "shared" background knowledge.
		• Use think alouds to explicitly model why specific facts, examples or information were added or deleted to revise the demo text.
		• Engage students in shared research, e.g. digital texts on the topic, to add more important information to the demo text.
		• Model how/where to insert academic language to the demo text.

Opinion *The teaching and learning reflected here is connected to Priority Learning Standards 1W1 & 1W7/8* *These learning experiences are only expected if argument writing*	**Students are provided with opportunities to:** **Immersion** • Review what an opinion is (e.g., I like chocolate ice cream.) • Review what reasons are (e.g. I think this because…) **Opinion Writing (Following the Writing Process)** • Brainstorm and share opinions about familiar topics or experiences	**Teachers may:** **Immersion** • Explicitly teach students what an opinion is and what reasons are; (E.g. fact vs. opinion). • Expose students to a variety of opinion texts and ebooks to serve as mentors for this type of writing. • Chart features of opinion texts with students (create an anchor chart); Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts. Monitor student use during independent writing. • Engage students in verbally sharing opinions and supporting reasons. **Opinion Writing (Should be taught using the Writing Process)** • Use think alouds to model brainstorming opinions about familiar topics; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps. • Create a class list where you record children's opinions (e.g. What we like to eat for snack).

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	Students	Teachers

is taught during this timeframe.	• Share reasons to support opinions (e.g., I like chocolate ice cream because it tastes good!)
	
	• Organize writing by giving an opinion and two reasons
	
	• Write an opinion piece which includes two reasons to support the opinion using a combination of pictures, letters, words and the beginnings of sentences
	• Add details, such as:
	   o Examples
	   o Descriptive words
		• Use think alouds to model sharing reasons to support opinions; Give students the opportunity to practice with a partner (e.g. Why do we like that snack?).
		   o Using video conferencing, select a few students to practice; Set up remote partnerships and encourage students to video conference their partner.
		• Give students sentence frames; Model the use of sentence frames, E.g., I like _____ because _____.
		• Model planning for writing by giving an opinion and two reasons using a concept map; Have students practice together and offer them feedback; Use interactive tools like Google Jamboard.
		• Model writing an opinion piece as a class; Have students generate the ideas; Either you write the text (shared writing) or share the pen with students to write familiar letters and/or words (interactive writing).
		   o Have students co-create digital texts; Try this book builder to create digital writing.
		• Model rereading the class opinion text, looking for places to make the writing more "interesting" so you can get the reader to agree with your opinion.
		• Explicitly teach students through modeling how to add more details; Use a think aloud to explain your process; Have students practice together and offer feedback; Use interactive tools like Google Jamboard.

Narrative
 	
The teaching and learning reflected here is connected to Priority Learning Standards 1W3
 	
These learning experiences are only expected if narrative writing is taught during this timeframe.
	Students are provided with opportunities to:
	
	Immersion
	• Learn features of narrative writing, such as:
	   o Characters
	   o Setting
	   o Problem/Solution
	   o Sequenced events
	
	Narrative Writing Experiences (Following the Writing Process)
	• Brainstorm ideas for narrative writing based on familiar events
	
	• Plan for narrative writing by thinking about the sequence of events (beginning, middle and end)
	
	• Plan for narrative writing by choosing characters and a setting
		Teachers may:
		
		Immersion
		• Explicitly teach students what narrative writing is.
		• Expose students to a variety of narrative texts and ebooks to serve as mentors for this type of writing.
		• Chart features of narrative texts with students (create an anchor chart); Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts. Monitor student use of this chart during independent writing
		
		Narrative Writing (Should be taught using the Writing Process)
		• Use think alouds to model brainstorming ideas for narrative writing related to familiar experiences (people, places and things); Model the use of a concept map to record your thinking; Use this resource to create digital concept maps.
		• Write a class list where you record children's ideas for writing a narrative text.
		• Collaboratively choose an idea to write a class narrative.
		• Ask students to orally rehearse the shared story to a partner. E.g., "Tell the story across your fingers"; Model doing this before asking students to try it.
		   o Have students practice this by featuring a few students during a video conference and having them practice with their partner or a family member.
		• Explicitly teach students how to choose characters and a setting for their story using think aloud; Use a concept map to model planning; Give students the opportunity to practice together and receive feedback; Use this resource to create digital concept maps.

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	• Write narratives, real or imagined, with a short sequence of events combination of pictures, letters, words, dictation and the beginnings of sentences
	• Add details, such as:
	    o Character actions and feelings
	    o Speech bubbles
	    o Remove details that are either repetitive or not aligned with to what the story is mostly about
		• Use think alouds and explicitly model how to take elements from planning and begin a draft.
		• Model telling the story across your fingers (sequencing events), across the pages of your booklet (sequencing beginning, middle and end) and then writing your words.
		• Use mentor texts (from other authors) to show how they use action, feelings and speech bubbles to make their writing more descriptive and interesting for the reader.
		• Model adding more details to the shared text; Use think alouds to explain your process; Give students an opportunity to practice together and receive feedback; Use interactive tools like Google Jamboard.

| Language/ Vocabulary Development | **The First Grade Experience**
Language development and vocabulary are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making.

Research has linked strong oral language development with reading comprehension. Developing student's oral language, listening and speaking skills, will support students with their reading comprehension and their writing   The components that make up oral language – syntax, phonological skills, morphological skills, pragmatics, and semantics/ vocabulary- all have implications for literacy instruction. (Lesaux and Harris 2015). As noted in the NYC DOE Pre-K to 2 Framework for Early Literacy, providing students with rich range of language and literacy experiences provide them allow for the building of necessary foundational communication skills- oral and written form- needed for later success.

In the beginning of first grade, most students come to school with experiences that foster the oral language used in everyday social settings (social language register). They have also developed some familiarity with the language of school, "academic language." This is the language students encounter as they navigate through texts that are comprised of more sophisticated vocabulary and complex sentences in their content classes as they have been immersed with the literary language of rich narrative texts as well as some academic language in informational texts. It is pivotal to provide students with ample opportunities throughout the day to develop their oral social language as well as their academic language by strategically creating experiences where students expand their vocabulary and use more complex sentences and phrases through dialogue with their peers and their teachers. Teachers can begin early in the school year by supporting the amplification of student vocabulary my modeling the use of more sophisticated synonyms in their everyday conversational language (As an example: "I am so hungry, I am famished!"), as well as in their academic language (As an example of vocabulary: "That is its habitat, its home.")

From the beginning of school, students must be immersed in opportunities to access, comprehend, and express their content understandings in concise and precise ways, through multiple modalities- listening, speaking, reading, and writing. Providing first grade students with interactive learning opportunities where they can expand their knowledge around meaningful content as they build their academic language is crucial. Integrating language and literacy experiences within knowledge building cycles of learning, allows us to leverage language and vocabulary development throughout cross-content instructional opportunities. Thus, the learning experiences not only cultivate language, but they also exemplify a knowledge-building process -- a cornerstone for lifelong learning.
Using this Learning Map |

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Below you will find the teaching and learning experiences that most kindergarten students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.

	What will the learning look like? _In the beginning of the year, first graders have experiences that support the learning below._	What pedagogical practices can support this? _Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below._

Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing
 	
The teaching and learning reflected here is connected to _Priority Learning Standards_
	Students are provided with opportunities to:
	
	Word Meaning
	
	• Learn and use new words and phrases through conversation, reading and being read to, and responding to texts.
	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
		Teachers may:
		
		Word Meaning
		
		• Select a small set of general academic words (words used in writing across many academic disciplines) to be deeply studied and are rooted in read alouds and shared reading texts. Choose words from the six recommended criteria for academic words below:
		   o Words central to the understanding of the text (s)
		   o Words frequently used in the texts
		   o Words that might appear in other content areas
		   o Words with multiple meanings
		   o Words with affixes
		   o Cross-language potential
		• Use an instructional routine to teach new vocabulary that follows the steps below:
		   o Introduce the word
		   o Present a student-friendly explanation
		   o Illustrate the word with examples
		   o Check students' understanding
		   o Review the words
		• Use several instructional activities that will promote students' deep knowledge of the target academic words such as:
		   o Explicitly clarify and reinforce the definitions using examples, non-examples, and concrete representations (concrete representations would include drawing, visual, realia, diagrams)

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o Provide questions that allow students to use targeted words concisely.
- Provide students with time and space to notice, discuss, and define interesting words.
- Explicitly teach and model different ways to demonstrate understanding of targeted words such as drawing, acting out a word, attaching movement to a word or explaining what the word means in your own words. Provide students with multiple opportunities for practice. Students can record themselves and share via digital tools such as Flipgrid, or emailing a photo or video for teacher to upload and share/ discuss during synchronous class meeting (Zoom or Google Meet).
- Model using new words in discussion and writing; Have students practice this; Increase opportunities for oral use by providing new words in questions. Provide resources such as anchor chart with visual and student friendly definition as well as sentence frames (as needed) to support student usage of targeted words in their oral. and written responses.
- Have students work in pairs and create examples of newly acquired words; Use Flipgrid to create a video where they show the word, a partner thinks of another word and responds of the word they made.
- Model breaking words into meaningful parts by looking at the parts you know to begin to make meaning of the word, such as:
    o Using knowledge of prefix and base words (Example: air, unfair)
    o Using knowledge of suffixes and base words (look, looked)
- Have students create new words using their knowledge of morphology through interactive platform such as nearpod. (adding a prefix to a root/ base word)
- As you read aloud, note words that have multiple meanings such as "bark". Have students tell their "known meaning of the word." such as I know a bark is a sound that a dog makes. Have them decide if that makes sense within the context of the text – let's assume it is an informational text about trees. Explain the word has more than one meaning, and provide the definition using child friendly terminology as well as visuals from the text.

Word Relationships

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
- Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).

Word Relationships

- Use semantic maps and/or category maps to show the relationship between an unknown word and other relevant words as part of their building vocabulary and content knowledge.
- Develop and chart word maps with the whole group to help understand the meaning of the word: Provide targeted high utility word and have students provide synonym, antonym, examples and non-examples. For more information refer to, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School pages 16-30.
- Model using and open ended maps with a single topic for students to organize words related to that topic; E.g., Families can be at the center of a web, and you can model or have students suggest words

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Grammar and Conventions

- Use common and proper nouns.
- Form and use regular plural nouns (e.g., dog, dogs; wish, wishes)
- Use frequently grade level appropriate occurring nouns and verbs when talking
- Identify and produce adjectives to describe a person, place, or thing with assistance.
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- Produce complete simple and compound sentences in oral and written communication with some supports. Produce and expand complete sentences in shared language activities
- Use frequent conjunctions accurately such as /and/ and /but/ in oral and written form with some support.

such as brother, sister, etc.; For more information, visit: A Practice Guide for Vocabulary Instruction in K–12 Classrooms page 69-70).

Grammar and Conventions

- Explicitly explain the difference between a noun and a proper noun by using sentences from read aloud/ shared reading; Provide an examples from texts read.
- Have students list some common nouns and Proper nouns they already know in a T chart; Explain what makes a proper noun; Teach students that proper nouns have capital letters.
- Have students sort common and proper nouns with partners and explain how they know.
- Similarly, explicitly teach plural words by identifying words from texts read aloud and/ or shared reading; Ask what the word means (dog versus dogs) and what changes the meaning of the word; Have students co-construct at grammatical rule for singular- to – plural and provide examples.
- Have students go on a word search for plural nouns. Use targeted words (for decoding or vocabulary). This allows for multiple opportunities for practice with same words.
- Have students engage in interactive writing experiences where they create meaningful sentences and use their knowledge of grammar to construct (or revise) grammatically correct sentences and different words (adjectives) to describe topics.
- Use texts that have prepositions such as Little Mouse Trail Tale, that explicitly use various preposition in the narrative. Have students use the visual to understand the preposition. As a response have students create a diagram where they can label the prepositional word (**under** the table, **over** the chair...).
- Explicitly model how to respond to a question using a complete sentence.
- Explain the difference between /and/ and /but/. Provide students with questions where they must answer using a compound sentence as part of a response to read aloud, shared readings, content learning. Model how to use these words correctly.

| **Express knowledge, language, and understanding of a text through reading, speaking, listening, and writing**

The teaching and learning reflected | **Students are provided with opportunities to:**

- Participate in different types of collaborative conversations with their peers in partnerships and in whole group.
- Learn how to take turns, listen to each other, and stay on the topic of the conversation.
- Learn and follow rules for conversations. | **Teachers may:**

- Provide questions for discussions that will engage students in conversations about diverse texts read, both informational and literary texts; Ask follow-up questions such as: What makes you say that? Why do you think that? to have students explain and elaborate upon their ideas.
- Model how students can present their ideas using sentence starter, staying on topic, and using words from the text.
- Have students state what a classmate said to encourage active listening.
- Establish that everyone will be engaging in conversations throughout the school year. Introduce and define conversations in a developmentally appropriate way, e.g., "During conversations, we talk and listen carefully to each other's ideas." |

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here is connected to [*Priority Learning Standards*](#)		• Model what conversations look like with partners. Partners sit together, establish eye contact, and take turns stating their response and listening to their partners response. They only talk about the topic and share their own ideas. For ideas on how to scaffold these conversations you can visit: [Children's Literacy Initiative (CLI): 6 Easy Ways Improve Turn & Talk for Student Language Development](#).
		   o Teach students what this looks like remotely. Record short videos for students to watch.
		• Establish rules for conversations. Introduce and chart the norms for conversations. Use visuals.
		• Show what are "respectful" conversational behaviors and what are not respectful conversational behaviors. Create an anchor chart with visuals or photos.
		• Develop active listening skills by:
		   o Model use of conversational prompts that support focused listening as well as turn taking, e.g. "I heard you say… I think…"
		   o Provide students with phrases/ questions they can use when they can't hear their partner, or they do not understand what their partner said such as: Can you please repeat that? I could not hear you. Excuse me…what did you say
		   o Explicitly teach students to listen attentively to what their partner says, have students share what their partner said with the whole group.
		• Craft questions/prompts that are engaging and allow for discussions; Ask questions that are connected to big ideas and content students are learning. Pose these questions routinely so that students become familiar with them.
		   o For example, in literary texts: what was the character's problem? What makes you think that?
		   o For example, in informational texts: what was one important thing you learned about….? Why do you think that's important?
		• Integrate talk routines throughout the day like [Think-Pair-Share.](#)

ELA

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Math	**The First Grade Experience**
	According to the NYS Next Generation Learning Standards, instructional time in Grade 1 should focus on "developing strategies to add and subtract within 100; and developing an understanding of the place value and properties of operations to add and subtract." Students will use strategies such as counting on, using concrete objects, drawing and decomposing ten to add and subtract. The use of various concrete representations and models will support students' development of conceptual understanding and multiple interpretations of addition and subtractions.
	Throughout the first three months of first grade, we recommend that instruction be focused on developing an understanding of addition, subtraction, and strategies for solving addition and subtraction problems within 20. Students will use a variety of strategies and models, including concrete objects to model add-to, take-from, put-together, take-apart, and compare situations to support students' ability to solve addition and subtraction problems. Teachers can provide varied opportunities to support students' understanding of the relationship between addition and subtraction. Teachers are encouraged to provide experiences to support the development of mathematical habits of mind through the Mathematical Practices, such as discourse that supports students in looking for and making use of structure (Standards for Mathematical Practice 7) while supporting students in reasoning abstractly and quantitatively (Standards for Mathematical Practice 2).
	Pedagogical practices that reflect aspects of high-quality math instruction are highlighted throughout the learning map. The suggested pedagogical practices align to Concrete, Representation, and Abstract (CRA) practices. The use of blocks, counters, pattern blocks, and base ten blocks are essential in supporting students develop conceptual understanding of abstract concepts. These practices are best for all learners but may be essential for students with disabilities.
	Students with disabilities may struggle to access some mathematical concepts. Disabilities in the areas of cognitive development may impact attention, perception, visual motor, language processing, memory, reading and writing. Many of the practices outlined in this document can be used to support students' development and retention of mathematics concepts. However, we understand that each student is unique and student needs are unique. Align our stated strategies with the documented needs on the student's IEP.
	In addition, when considering planning instruction for MLL/ELLS, it is important to include the academic language they must acquire along with the necessary content knowledge and competencies mentioned above. Essential in this process is the provision of scaffolds and other supports MLL/ELLs need to ensure they can access the required mathematical texts, concepts, and skills given their particular levels of English proficiency and prior school experiences.
	Special note for blended and remote instruction:
	As we move into the fall, we know that there will be a need for digital resources that support blended and remote learning to support the schools' shared and inclusive digital curriculum. Linked throughout this learning map are free, digital resources that support the learning that occurs in the beginning of first grade such as connecting cubes, counters, pattern blocks and hundreds charts. These digital resources are to be used by teachers to improve students' experience as they interact with the content and enhance existing resources in their shared, inclusive, and digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools as they practice these skills, whether in-person or remote learning setting.

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Using this Learning Map

To create this learning map, the design team considered the most used curricula across the NYC DOE, enVisionmath NYC 2.0 and Eureka alongside the Priority Learning Standards in Mathematics. Although this document is completely aligned to the NYS Next Generation Learning Standards (NGLS), the language used is not an exact match, but rather a description of what the learning experience from September to November of first grade should look like.

In addition to expected learning experiences, this learning map identifies research-validated pedagogical practices that teachers may employ to create access to rich, culturally responsive grade level content. Unlike ELA, the pedagogical practices suggested in the last column are not meant to be a one-to-one correspondence to the descriptions of learning experiences of the left column. These pedagogical practices rather link to the learning experiences students will have related to each specific mathematical domain.

Regardless of the curricular resources that a school may use, by the end of first grade, all students are expected to reach the expectations outlined in the NGLS. While using this learning map, it is important to keep in mind that the instructional sequence of one's school curriculum is carefully and intentionally designed to maintain program fidelity. Lesson omissions or modifications of the order of the curriculum sequence should be carefully considered as it may have unintended and adverse impact on students' current and future acquisition of mathematical competencies.

| Domains
(bolded domains are Priority for this grade) | **What will the learning look like?**
In the beginning of the year, first graders have experiences that support the learning below. | **What pedagogical practices can support this?**
Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below. |
|---|---|---|
| **Operations and Algebraic Thinking NY-1.OA**

This learning is connected to Priority Learning Standards NY-1.OA 1 NY-1.OA 2 NY-1.OA 3 NY-1.OA 4 NY-1.OA 5 NY-1.OA 6 | **Students are provided with opportunities to:**
• Draw pictures or use concrete objects to find the sum and differences of numbers from 0 - 20
• Understand that addition means "adding to" and "putting together" two or more addends to find the unknown sum.
• Understand that subtraction means "taking from" and "taking apart" to find the difference
• Understand and use precise vocabulary "how many more" and "how many fewer" to compare situations and quantities
• Improve fluency when adding and subtracting numbers within 20 using strategies such as: counting on, counting back, using doubles, adding in any order

• Understand that
   o addition symbol (+) is used to join two or more addends
   o subtraction symbol (-) is used to find the unknown- addend
   o equal signs (=) is used to show that one side of the equation is the same to the other. | **Teachers may:**
• Have students add and subtract using concrete objects daily
• Have students listen to a read aloud of the problem and act out the problem with peers
• Have students collaboratively discuss a problem in groups or pairs
• Have students draw pictures or use objects to represent the problem and their solution
• Have students solve addition problems with
   o Unknown total (3+4 =)
   o Unknown addends (3+ _ = or _ + 4 =)

• Have students connect addition and subtraction to daily life experiences
• Have students listen, discuss, read and write about important mathematical ideas and processes to develop academic language.
• For additional support on how to orchestrate effective academic discourse in mathematics, visit the Wisconsin Center for Educational Research at University of Wisconsin-Madison |

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Math

	- Draw pictures or use concrete objects to represent the unknown number when adding and subtracting numbers within 20 - Use appropriate symbol to represent unknown addends or **missing number** when solving addition and subtraction word problem - Write number sentence and explain the reasoning used to solve the problem	
Number and Operations in Base Ten NY-1.NBT	- Count, identify, and write numbers 0 - 120 - Skip count up and down by twos to find the missing number(s) - Count numbers within 120 forward or backward - Order numbers from - Least to greatest - Greatest to least	- Have students count and write the numbers up to 120 in peers and independently - Reference hundred chart or number line as they count
Geometry NY-1.G	*This domain is not typically addressed at this time of the year.*	
Measurement and Data NY-1.MD	*This domain is not typically addressed at this time of the year.*	

Math

Science	**The First Grade Experience: A Yearlong Look at Science**
	All students benefit from science education. Science serves as a key instructional component of a high-quality educational program and should be prioritized for instruction three to four times a week in grade one. Science empowers students to be able to make sense of the world around them. It also helps students develop the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities.
	Science learning is not about the memorization of a set of science facts, but rather about figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and see the connections between different ideas and across disciplines. To figure out these core ideas, students engage in the same practices that real scientists and engineers do. For example, students develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts, such as systems or cause and effect, which are useful ways of thinking about and making connections across different areas of science and engineering. These three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes.
	In Grade One students are expected to assume the role of scientist in a classroom setting. Students bring many rich and diverse life experiences that will define how they interact with phenomena they are exposed to throughout the year. They begin to use quantitative observations to assist them in making sense of their world. With this gathering and application of data, students develop their scientific vocabulary and begin to develop explanations that allow them to better understand themselves and the natural world.
	A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support a high –quality education, the NYCDOE designed a PK-8 Science Scope & Sequence for based on the New York State P-12 Science Learning Standards, which provides guidance on what students should be learning and the learning sequence. Grade 1 provides opportunities for students to observe patterns—of light and sound, the moon, sun, and stars, and in the behavior of living things. Furthermore, they begin to notice that plant and animal parents are similar to their offspring. In unit 1, Introduces the basics of heredity, and the structures and characteristics of living things that help them survive in their environment. Unit 2 builds on the concept of light by introducing students to light and sound waves. Unit 3 Students begin to investigate patterns of daylight, an investigation that will continue throughout the year. They also make observations about how light illuminates objects to make them visible.
	Amplify Science
	Many schools across the NYC DOE use our core curriculum option, Amplify Science. Using a shared curriculum, such as Amplify Science, engages students in the development of science and engineering practices, which integrates with the continual development of literacy skills. In Amplify Science, students' science learning incorporates reading and researching for evidence to support claims; gathering, analyzing and interpreting data during and after investigations, and constructing explanations and scientific arguments supported by their collected evidence. Amplify Science is also digitally accessible and lends itself to blended and remote instruction.
	While using Amplify Science, grade one progressively build skills to meet all grade-level performance expectations through a three-dimensional instructional sequence. The following is an overview of the sequence of units, a description of the progression of student learning across the year, and a summary of how the sequence meets all performance expectations for grade one.
	The units in the grade 1 course for Amplify Science were designed and sequenced to build students' expertise with the grade-level disciplinary core ideas (DCIs), science and engineering practices (SEPs) and crosscutting concepts (CCCs) while simultaneously considering the dimensions of grade one language, social-emotional, and physical development across the school year. Each unit has focal SEPs and CCCs, carefully selected to support students in figuring out the unit's focal DCIs.

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Animal and Plant Defenses Students begin the year engaging with the *Animal and Plant Defenses* unit and focus on how animals and plants use their body parts in different ways for survival. The focal CCC of Structure and Function supports students in understanding how the parts of an animal function to help an animal get what it needs to survive and to not get eaten. Students engage with the SEP of Developing and Using Models and build models that explain how shells, spines, and camouflage function as defenses.

Light and Sound In the *Light and Sound* unit, students build on what they learned about developing and using models as they engage with the SEP of Designing Solutions to build a projection and sound effect that meet a set of design goals. The CCC of Cause and Effect supports students in understanding relationships between light sources, materials, and bright or dark surfaces, as well as the relationship between sound and vibration.

Spinning Earth In the final unit of the year, *Spinning Earth*, when nicer weather allows for making observations of the Sun's position in the sky, students develop facility with planning and carrying out investigations. They also focus on the SEP of Analyzing and Interpreting Data as they organize and reorganize data to compare and understand their observations. Students use the CCC of Patterns when they analyze data to search for patterns to explain why it is daytime in some places on Earth while it is nighttime at the same time in other places on Earth.

The DCIs emphasized in each unit work together to support deep explanations of the unit's anchor phenomenon. For example, in the *Light and Sound* unit, investigating light and sound in order to design a projection and sound effects for a puppet show leads students to construct ideas about Wave Properties (DCI PS4.A), Electromagnetic Radiation (DCI PS4.B), Information Technologies and Instrumentation, (DCI PS4.C) and ETS1.A: Defining and Delimiting Engineering Problems (DCI ETS1.A), and Developing Possible Solutions (DCI ETS1.B).

Some possible digital resources are:

- Amplify Science Grade 1@Home Resources: https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-1/
- Amplify Science eReaders:
  - Whose Lunch is This? https://learning.amplify.com/books/9781945192623/
  - Tortoise Parts: https://learning.amplify.com/books/9781945192593/
  - Spikes, Spines & Shells, A Handbook of Defenses: https://learning.amplify.com/books/9781945192722/
  - Parents & Offspring: https://learning.amplify.com/books/9781945192685/
  - Frog Models: https://learning.amplify.com/books/9781945192685/

Home Activities that can be completed without a computer:
- Brooklyn Botanical Gardens Resources connects to Unit 1: Animal and Plant Defenses in the Scope & Sequence
  - Learn_about_animal_nests_and_build_your_own - Take a few minutes to observe some of the animals' activities. What creatures do we share our community with, and what are they up to?
  - Make_a_butterfly_habitat_in_a_window_box- attract butterflies to your window by creating a small garden for them in a window box
  - Nature_play_at_home_for_kids_of_all_abilities - Build your own summer sensory bin collecting natural items

Virtual Field Trips Webcams
- Connects to Unit 1: Animal and Plant Defenses in the Scope & Sequence

Science

- Live Web Cams on https://animals.sandiegozoo.org/live-cams
- Virtual Field Trips: Exploring Habitat, Camouflage and Adaptation: Birdwatching in Central Park | Coral Reefs | Burmese Pythons of Everglades National Park | | The Tan Jumping Spider | Largemouth Bass & Pond Ecosystem The Malaysian Rainforest – Spiders are Silk Spinners | Amazing Mammals @ Wave Hill

Science in Minecraft
- Supports learning in Unit 1: Animal and Plant Defenses in the Scope & Sequence
  - https://education.minecraft.net/lessons/wonderful-plant-world
  - https://education.minecraft.net/lessons/adaptation-of-marine-organisms
- Unit 2: Light and Sound in the Scope & Sequence: https://education.minecraft.net/lessons/natural-and-artificial-light
- Unit 3: Spinning Earth in the Scope & Sequence: https://education.minecraft.net/lessons/space-theme-park

ExploreLearning Gizmos Simulations
- Supports learning in Unit 1: Needs of Plants & Animals in the Scope & Sequence: - ExploreLearning Gizmo – Honey Bee Hive - Honeybees are insects that collect nectar and pollen from flowers. The bees in this hive are having trouble. They can't find enough food! In the Honeybee Hive Gizmo, you will play the role of a robot bee that helps the bees forage for pollen and nectar.

Movement Activities & Games:
Supports learnin in Unit 1: Animal and Plant Defenses: in the Scope & Sequence
- Insects Galore! (PDF) - Amend this lesson for hybrid learning by replacing the in classroom exploration of "Wildlife Encounters" - Madagascar Hissing Cockroach video: https://www.youtube.com/watch?v=v3l5SOxdRQ4 and this video song to remember the parts of an insect: Dr. Jean's Sing and learn about bugs - (head, thorax, and abdomen).
- Leo's Colorful Story (PDF) – animal defenses / camouflage - Tiger Swallowtail Butterfly. To anchor this lesson, show this calm video showing Tiger Swallowtail Butterflies in action: https://www.youtube.com/watch?v=ebZOW5kLGs0
- Parts of an Insect Coloring Page (PDF) - Parts of an Insect This is a wasp. A wasp is an insect. An insect has three body parts. The front part is called the head. The middle part is called the thorax. The last part is called the abdomen.
- Weevil Song (PDF) - Sung to the tune of twinkle, twinkle little star) learn the parts of the Weevil.   At the end of this song, watch this 2 minute+ video of the life cycle of a weevil https://www.youtube.com/watch?v=Bzorv948BuY

Challenges:
- Supports learning in Unit 1:Animal & Plant Defenses in the Scope & Sequence
  - Make a Marine Ecosystem Diorama: https://www.amnh.org/explore/ology/challenge

Science

The First Grade Experience: A Yearlong Look at Social Studies

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Kindergarten students should be participating in 3 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

Passport to Social Studies is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click here. Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 1 curriculum, which is based on the New York State Social Studies Framework, is "My Family and Other Families: Now and Long Ago." Students learn about their roles as members of a family and a community, and about community economics. They study families that have existed in different kinds of communities and societies and learn how families change over time. Students explore how families and the community are interdependent and what it means to be members of a community. A wide variety of inquiry and process skills help students make meaning of the content.

What do first graders typically learn across the year?

Students learn how to:
- · Ask good questions
- · Share information about a topic
- · Make connections to prior knowledge
- · Compare and contrast
- · Gather and organize information
- · Draw conclusions about information

- · Read and listen to fiction and non-fiction
- · Recognize a fact from an opinion
- · Find facts that answer specific questions
- · Participate in discussions and listen well
- · Demonstrate respect for the ideas of others
- · Show awareness of current events

History
- o Examine historical images to learn how families lived in communities at different times.
- o Know important people and events in their community's history.
- o Make paintings, drawings and costumes that show different cultural traditions.

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o   Interview a family member to learn about the family's history.

Geography
- o   Use directions (North, South, East and West) to locate places on a map.
- o   Understand the meaning of symbols on a map.
- o   Make a floor map of the classroom locating different objects.

Economics
- o   Understand that people work to earn money to meet needs and wants (e.g., shelter, food, clothing)
- o   Understand how tools and technology help people do their jobs.

Civics
- o   Understand that the flag is a symbol of the United States.
- o   Learn that people are citizens of a classroom, community, city, state and nation.
- o   Help to establish rules for the classroom.

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found here (Grade 1 begins on page 7).

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Social Studies