Grade One ELA / Foundational Skills

Anchor Standard	*No Standard*	
Strand	*Foundational Skills*	
Topic	*Print Concepts*	**Pacing** Ongoing—introduce in fall

Standard Statement	Content Elaborations
1. ***Demonstrate understanding of the organization and basic features of print.*** a. Recognize the distinguishing features of a sentence (e.g., first word, comma, capitalization, ending punctuation). **Learning Targets:** • I can recognize how letters, words, and sentences are combined to make meaning in print. • I can recognize that a sentence begins with a capital letter and ends with a punctuation mark.	Readers show their understanding of Print Concepts by demonstrating their understanding that print carries meaning by incorporating the functions of print in word-play activities. They show an understanding of single words initially by using environmental print (e.g., stop signs, fast food chains). The more readers experience text, the greater their understanding is of its make up (e.g., words are made of letters, spaces between words). These skills are important foundations for reading-comprehension skills that readers will use throughout their lives.
Content Vocabulary • punctuation • capital • short vowel • long vowel • syllable • letter • blend • segment • diagraph • decode • vowel team • inflectional ending • irregular • fluent • voice • expression • context clue	**Academic Vocabulary**

Formative Assessments	Summative Assessments
• Elementary Assessment Folder	
Resources	**Enrichment Strategies**
• **Strategic Balanced Literacy Framework**	
• **Touchphonics**	
Integrations	**Intervention Strategies**

Grade One ELA / Foundational Skills

Anchor Standard	*No Standard*	
Strand	*Foundational Skills*	
Topic	*Phonological Awareness*	**Pacing** Ongoing—introduce in fall

Standard Statement	Content Elaborations
2. *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).* a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **Learning Targets:** • I can identify long and short vowel sounds in single-syllable words. • I can tell the difference between long and short vowel sounds. • I can identify the sound each letter makes. • I can sound out words by blending letter sounds. • I can break words into beginning, middle, and ending sound segments.	Phonological Awareness is the ability to hear the sounds of a language independent of meaning. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns, and practicing the skills of blending and segmenting. Children who have developed a strong phonological awareness are better able to make sense of how sounds and letters operate in print. Because phonological awareness occurs initially in oral language, it is critical to encourage oral language play in classroom activities.
Content Vocabulary • punctuation • capital • short vowel • long vowel • syllable • letter • blend • segment • diagraph • decode • vowel team	**Academic Vocabulary**

- inflectional ending - irregular - fluent - voice - expression - context clue	
Formative Assessments Elementary Assessment Folder	**Summative Assessments**
Resources **Strategic Balanced Literacy Framework** **Touchphonics**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Foundational Skills

Anchor Standard *No Standard*	
Strand *Foundational Skills*	

Topic *Phonics and Word Recognition*	**Pacing** Ongoing—introduce in fall

Standard Statement	**Content Elaborations**

3. **Know and apply grade-level phonics and word analysis skills in decoding words.**
   a. Know the spelling-sound correspondences for common consonant diagraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.
 	
Learning Targets:
• I can identify and create sounds common diagraphs make (e.g, sh, ph, th, wh).
• I can decode one-syllable words by sounding out each letter.
• I can decode two-syllable words by breaking them into vowel segments.
• I can recognize long vowel sounds (final -e and common vowel teams).
• I can recognize that all syllables have a vowel sound.
• I can determine the number of syllables in a word.
• I can identify words with common inflectional endings (e.g., -s, -ed, -ing) and read them correctly.
• I can recognize and read grade 1 sight words.
	The National Reading Panel advocates systematic phonics instruction as part of a balanced program of teaching reading. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience. In the next grade band, students show their ability to decode all letter-sound correspondences, use affixes appropriately, and sound out unfamiliar multisyllable words using that knowledge.

Content Vocabulary	**Academic Vocabulary**
• punctuation • capital • short vowel	

- long vowel - syllable - letter - blend - segment - diagraph - decode - vowel team - inflectional ending - irregular - fluent - voice - expression - context clue	
Formative Assessments Elementary Assessment Folder	**Summative Assessments**
Resources **Strategic Balanced Literacy Framework** **Touchphonics**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Foundational Skills

Anchor Standard	No Standard

Strand	Foundational Skills

Topic	Fluency	Pacing
		Ongoing—introduce in fall

Standard Statement	Content Elaborations

4. Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level text orally with accuracy, appropriate rate, and expression.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 	
Learning Targets:
• I can read a grade level text fluently (accuracy, appropriate speeds, and expression) to support comprehension.
• I can recognize when a word I have read does not make sense.
• I can reread with corrections when necessary.
• I can self-correct misread or misunderstood words using context clues.
	Phonics and Fluency are two of the main ingredients in the teaching of reading according to the National Institute of Child Health and Human Development. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency.
	
	In the next grade band, students read grade-level text with fluency and accuracy to support their comprehension of text.

Content Vocabulary	Academic Vocabulary
• punctuation • capital • short vowel • long vowel • syllable • letter • blend • segment • diagraph • decode • vowel team • inflectional ending • irregular • fluent • voice	

• expression • context clue	
Formative Assessments • Elementary Assessment Folder	**Summative Assessments**

Resources
  • **Strategic Balanced Literacy Framework**
 	
  • **Marie Clay Observation Protocol**
	Enrichment Strategies

Integrations	**Intervention Strategies**

Grade One ELA / Reading: Literature

Anchor Standard
1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Reading: Literature*	
Topic	*Key Ideas and Details*	**Pacing** Ongoing—introduce in fall

Standard Statement	Content Elaborations
1. *Ask and answer questions about key details in a text.* **Learning Targets:** • I can ask questions about the key details in a text. • I can answer questions about the key details in a text. • I can explain that key details are an important part of a text. 2. *Retell stories, including key details, and demonstrate understanding of their central message or lesson.* **Learning Targets:** • I can retell stories using key details. • I can use words and pictures to tell about the central message. 3. *Describe characters, settings, and major events in a story, using key details.* **Learning Targets:** • I can use key details to describe the characters in a story. • I can use key details to describe the setting of a story. • I can use key details to describe the major events in a story.	The focus of the Key Ideas and Details topic is using textual evidence to support understanding, making inferences, determining theme and main idea, and identifying literary elements. Interactive read alouds in which children ask and answer text-based questions result in vocabulary gains and an increased understanding of story schema and concept development. They provide the foundation for storytelling, which requires the reader or listener to integrate and reconstruct the story. Additionally, when readers understand the elements of plot (characters, setting, and events) they have a better grasp of story structure. In the next grade band, students will be expected to identify the main idea and theme of, make inferences from, and make comparisons between plot elements.
Content Vocabulary • characters • settings • key details • central message	**Academic Vocabulary** • identify • retell • describe

• major events	
Formative Assessments • DRA • Elementary Assessment Folder • MAP	**Summative Assessments** • DRA
Resources • **Strategic Balanced Literacy Framework** • **Reading A-Z** (new 2012-2013) • **www.readworks.org**: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Reading: Literature

Anchor Standard
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Literature*	

Topic	*Craft and Structure*	**Pacing** Winter Spring

Standard Statement	Content Elaborations
4. *Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.* **Learning Targets:** • I can identify the five senses. • I can identify words and phrases in text that suggest feelings or appeal to the senses. 5. *Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.* **Learning Targets:** • I can read or listen to books that tell stories. • I can read or listen to books that give information. • I can explain the differences between books that tell stories and books that give information. 6. *Identify who is telling the story at various points in a text.* **Learning Targets:** • I can identify who is telling the story at any point.	The focus of the Craft and Structure topic is the reader's ability to understand word meaning and figurative language, story structure and development, and point of view. Figurative or sensory language is a way of writing that goes beyond (or even against) the literal meaning of a word or phrase (i.e., the literal and figurative meaning of the word *home*). Understanding an author's use of sensory language increases a reader's ability to create mental imagery when reading. A reader's ability to distinguish differences between fiction and nonfiction text helps the reader know where to focus when reading. As students become more sophisticated readers, they understand the importance of the narrator in both fiction and nonfiction text. Knowing that the story/information presented is from a narrator's or writer's point of view is critical to a complete understanding of what is being read. In the next grade band, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.

Content Vocabulary • five senses • story	**Academic Vocabulary** • informational • identify

• character	

Formative Assessments
   • DRA
   • Elementary Assessment Folder
   • MAP
	Summative Assessments

Resources
   • **Strategic Balanced Literacy Framework**
 	
   • **Reading A-Z** (new 2012-2013)
 	
   • **www.readworks.org**: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.
	Enrichment Strategies

Integrations	**Intervention Strategies**

Grade One ELA / Reading: Literature

Anchor Standard	
7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.* 8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.* 9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*	

Strand	*Reading: Literature*	

Topic	*Integration of Knowledge and Ideas*	**Pacing** Spring

Standard Statement	Content Elaborations
7. *Use illustrations and details in a story to describe its characters, setting, or events.* **Learning Targets:** • I can look at the illustrations in the story and describe what I see. • I can describe the characters, setting, or events of a story using illustrations and details. 8. *Not applicable to literature.* 9. *Compare and contrast the adventures and experiences of characters in stories.* **Learning Targets:** • I can use graphic organizers to compare and contrast story elements. • I can compare the adventures and experiences of characters by telling how they are alike. • I can contrast the adventures and experiences of characters by telling how they are different.	The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons and determining themes and main topics across different texts and genres. Readers have a greater understanding of story details when they use both the illustrations and the text to make meaning. Additionally, readers that have a deeper understanding of book/story characters are better able to make inferences about character motivations and actions. In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story and compare and contrast themes and topics and the ways these are treated in texts within and across genres.

Content Vocabulary • adventure • experience	**Academic Vocabulary** • illustrate • detail • graphic organizer • compare • contrast

Formative Assessments	Summative Assessments
• DRA • Elementary Assessment Folder	
Resources • **Strategic Balanced Literacy Framework** • **Reading A-Z** (new 2012-2013) • **www.readworks.org:** ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Reading: Literature

Anchor Standard
10. Read and comprehend complex literary and informational texts independently and proficiently.

Strand	**Reading: Literature**	

Topic	**Range of Reading and Level of Text Complexity**	**Pacing** Spring

Standard Statement	**Content Elaborations**
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. **Learning Targets:** • I can read first grade sight words. • I can read prose and poetry and ask for help when needed.	The focus of the Range of Reading and Level of Text Complexity topic is the variety, difficulty, and content of texts with which readers interact. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language, and the world. In the next grade band, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary and informational structures and content.

Content Vocabulary • prose • poetry	**Academic Vocabulary**

Formative Assessments • DRA	**Summative Assessments**

Resources • **Strategic Balanced Literacy Framework** • **Reading A-Z** (new 2012-2013) • **www.readworks.org:** ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. • *Frog and Toad Together*, by Arnold Lobel • *Pancakes for Breakfast*, by Tomie dePaola	**Enrichment Strategies**

Integrations	**Intervention Strategies**

Grade One ELA / Reading: Informational Text

Anchor Standard	
1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*	
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*	
Strand *Reading: Informational Text*	
Topic *Key Ideas and Details*	**Pacing** Winter

Standard Statement	Content Elaborations
1. ***Ask and answer questions about key details in a text.*** **Learning Targets:** • I can explain that a key detail is an important part of an informational text. • I can identify key details in an informational text. • I can ask and answer questions about key details about informational text. 2. ***Identify the main topic and retell key details of a text.*** **Learning Targets:** • I can define main idea/topic of an informational text. • I can identify the main idea/topic of an informational text. • I can retell the key details of an informational text. 3. ***Describe the connection between two individuals, events, ideas, or pieces of information in a text.*** **Learning Targets:** • I can identify individuals, events, ideas, or pieces of information in a text. • I can collaborate with partners to discover the likenesses/differences between characters. • I can describe a connection between two individuals in a text. • I can describe a connection between two ideas or pieces of information in a text.	Reading for Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. In early grades, reading informational text puts students in a better position to handle the informational text found in upper-grade textbooks. It is important to scaffold the reading experience so that readers can begin to make connections independently across a text. In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences, and begin to use direct quotes as evidence or support in discussions and writing.

Content Vocabulary • key detail • main idea • topic • retell • event • idea/piece of information	**Academic Vocabulary** • events • collaborate • individual • connection
Formative Assessments • DRA • MAP • Elementary Assessment Folder	**Summative Assessments**
Resources • **Strategic Balanced Literacy Framework** • **Reading A-Z** (new 2012-2013) • **www.readworks.org:** ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Reading: Informational Text

Anchor Standard
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Informational Text*	
Topic	*Craft and Structure*	**Pacing** Winter

Standard Statement	Content Elaborations
4. *Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.* **Learning Targets:** • I can identify unknown or unclear words and phrases. • I can clarify or learn the meaning of words and phrases by asking and answering questions. • I can use resources if I do not know the meaning of a word or phrase. 5. *Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.* **Learning Targets:** • I can identify, explain, and use text features to gather information. 6. *Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.* **Learning Targets:** • I can explain how pictures and illustrations enhance information provided by text. • I can locate text features. • I can explain what I learn from reading or hearing the words of a text.	The Craft and Structure of informational text enhance understanding of the content. The rich content models for readers develop the skills that are necessary for crafting nonfiction text of their own. The vocabulary of informational text provides a foundation for future content knowledge and begins to build a reader's ability to participate in academic discourse. When readers are connected with informational text, they are able to see the way illustrations enhance the author's message with information that may not be in written text. In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.

Content Vocabulary	Academic Vocabulary
• phrase • text feature • illustration • glossary • index • table of contents • headings • key facts	• resources • clarify • difference
Formative Assessments • DRA • MAP	**Summative Assessments**
Resources • **Strategic Balanced Literacy Framework** • **Reading A-Z** (new 2012-2013) • **www.readworks.org:** ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Reading: Informational Text

Anchor Standard	
7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.* *See "Research to Build and Present Knowledge" (Writing) and "Comprehension and Collaboration" (Speaking and Listening) for additional standards.* 8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.* 9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*	

Strand	*Reading: Informational Text*	
Topic	*Integration of Knowledge and Ideas*	**Pacing** Spring

Standard Statement	Content Elaborations
7. *Use the illustrations and details in a text to describe its key ideas.* **Learning Targets:** • I can use the illustrations and details in a text to describe the key ideas. 8. *Identify the reasons an author gives to support points in a text.* **Learning Targets:** • I can identify why an author wrote a text. • I can identify the points an author makes in a text. • I can use the text to identify reasons an author gives to support the points. 9. *Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).* **Learning Targets:** • I can compare and contrast two texts on the same topic.	Illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers Integrate the Knowledge and Ideas gathered from multiple sources. They simplify or enhance the text, which can be used as a tool or aid in comprehending what has been read. When readers make text-to-text connections, they become more insightful and strategic as they encounter new texts and information. As readers read or listen to informational text, it is important to scaffold or model the ways to identify how an author feels about the topic being studied. This provides the foundation for understanding an author's viewpoint and locating the ways he or she supports that view. In the next grade band, students are expected to describe and explain the way topics in historical, scientific, and technical texts connect using language specific to that content.

Content Vocabulary	**Academic Vocabulary**
• key idea • detail • illustration • point • reason	• compare • contrast

Formative Assessments
   • DRA
   • MAP
	Summative Assessments

Resources
   • **Strategic Balanced Literacy Framework**
 	
   • **Reading A-Z** (new 2012-2013)
 	
   • **www.readworks.org:** ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.
	Enrichment Strategies

Integrations	**Intervention Strategies**

Grade One ELA / Reading: Informational Text

Anchor Standard	
10. Read and comprehend literary and informational texts independently and proficiently.	
Strand *Reading: Informational Text*	
Topic *Range of Reading and Level of Text Complexity*	**Pacing** Spring

Standard Statement	Content Elaborations
10. With prompting and support, read informational texts appropriately complex for grade 1. **Learning Targets:** • I can identify and read grade 1 sight words. • I can read short informational texts and ask for help when needed.	The focus of the Range of Reading and Level of Text Complexity topic is the variety, difficulty, and content of texts with which readers interact. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language, and the world. In the next grade band, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary and informational structures and content.
Content Vocabulary • informational text	**Academic Vocabulary** • compare • contrast
Formative Assessments • DRA • MAP Reading • Universal Screener – Fluency	**Summative Assessments**
Resources • **Strategic Balanced Literacy Framework** • **Reading A-Z** (new 2012-2013) • **www.readworks.org:** ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Writing

Anchor Standard	

Anchor Standard

1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
2. *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*
3. *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Strand	*Writing*	
Topic	*Text Types and Purposes*	**Pacing** Spring

Standard Statement	**Content Elaborations**
1. *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.* **Learning Targets:** • I can identify my opinion on a topic or book. • I can support my opinion with a reason. • I can write an opinion piece with an introduction, opinion, supporting reason, and conclusion. 2. *Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.* **Learning Targets:** • I can choose a topic and identify facts to share. • I can write an informative piece with a topic, facts, and an ending sentence. 3. *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.* **Learning Targets:** • I can place story events in the correct order. • I can write a story with events placed in the correct order. • I can use details to describe what happened in my story.	Mina Shaughnessy of City College New York states, "writing is something writers are always learning to do." As student writers experiment with Text Types and Purposes, they develop the understanding that writing is affected by the context of audience, purpose, genre, and social situations. Writing is a tool for learning that makes content personal and gives the writer a means to communicate that knowledge (learning) with others. Student writers come to understand that authors compose with visual and written text to express opinions, create narratives, and provide explanations or instructions. In the next grade band, student writers will craft opinion, informational, and narrative pieces that reflect the structures and elements most common to those forms.

• I can use time words (before, during, and after) to show events in my story. • I can write an ending for my story that provides a sense of closure.	
Content Vocabulary • informative • closure (conclusion)	**Academic Vocabulary** • opinion • reason • conclusion • introduction • topic • facts
Formative Assessments • Writing Diagnostic	**Summative Assessments**
Resources • **Strategic Balanced Literacy Framework** • **Write Source** • **Lucy Calkins** • **Writer's Workshop Strategies**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Writing

Anchor Standard
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
6. *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Strand	*Writing*	
Topic	*Production and Distribution of Writing*	**Pacing** Winter Spring

Standard Statement	Content Elaborations
4. *Begins in grade 3.* 5. *With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.* **Learning Targets:** • I can write about a topic. • I can answer questions about my writing. • I can listen to ideas my teachers and peers have about my writing. • I can add details that will help the reader understand my topic. 6. *With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.* **Learning Targets:** • I can identify digital tools (e.g., Pixie) that will help me produce and publish my writing. • I can use digital tools to produce and publish my writing. • I can use digital tools to work with others.	The skills of student writers improve with exposure to the author's craft. As they Produce and Distribute Writing that reflects their ideas and interests, they begin to see the ways that audience and purpose impact what they write. Student writers who understand that writing errors are not incorrect but rather the beginning of new learning are more willing to reread and revise what they have written. Student writers learn best when instruction is balanced between content and skills. In the next grade band, students are expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.
Content Vocabulary • publish	**Academic Vocabulary** • topic • details • digital tools

Formative Assessments	Summative Assessments
• Writing Diagnostic	
Resources	**Enrichment Strategies**
• **Strategic Balanced Literacy Framework**	
• **Write Source**	
• **Writer's Workshop Strategies**	
Integrations	**Intervention Strategies**

Grade One ELA / Writing

Anchor Standard
7. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
8. **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Strand	*Writing*	
Topic	*Research to Build and Present Knowledge*	**Pacing** Spring

Standard Statement	Content Elaborations
7. *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).* **Learning Targets:** • I can define research and explain how research is different from other types of writing. • I can research a topic with others. • I can work with others to write about a research topic. 8. *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.* **Learning Targets:** • I can answer questions using information recalled. • I can answer questions using information gathered. 9. *Begins in grade 4.*	Conducting Research Builds student Knowledge base and foundational skills at the early elementary level. Students naturally question the world around them. Learning experiences become more engaging when student researchers collaboratively seek information to find out about a topic or confirm what they already know. In the next grade band, students are expected to use evidence (personal and textual) to conduct short research projects that include relevant information and reflect (through citations) the use of print and digital sources.

Content Vocabulary	Academic Vocabulary
• source	• define • research • topic • recall

Formative Assessments	Summative Assessments
• Writing Diagnostic	
Resources	**Enrichment Strategies**
• **Strategic Balanced Literacy Framework**	
• **Write Source**	
• **Collins Writing**	
Integrations	**Intervention Strategies**

Grade One ELA / Speaking and Listening

Anchor Standard	
1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*	
2. *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*	
3. *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*	

Strand	*Speaking and Listening*

Topic	*Comprehension and Collaboration*	Pacing Ongoing – introduce in fall

Standard Statement	Content Elaborations

1. *Participate in collaborative conversations with diverse partners about grade topics and texts with peers and adults in small and larger groups.*
  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  c. Ask questions to clear up any confusion about the topics and texts under discussion.
 	
Learning Targets:
• I can follow classroom rules for discussion.
• I can listen to the comments of others and share my own ideas.
• I can ask questions when I do not understand.
 	
2. *Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
 	
Learning Targets:
• I can ask and answer questions about key details in a text or presentation.
• I can identify information from a text being read aloud.
• I can identify information that is presented in different formats.
	Children develop their abilities to Comprehend and Collaborate as their speaking and listening skills advance. Communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as in developing and presenting knowledge. The best conversation comes when children are active listeners and connect their ideas with the ideas of others. It is critically important that what is taught across the curriculum fosters conversation and the development of new ideas. As students develop listening skills, participate in discussions, and develop topic-related questions, they develop the ability to understand a perspective other than their own, elaborate or expand explanations given by someone else, and use evidence-based logic to explain their ideas and defend points.
	
	In the next grade band, students are expected to paraphrase and summarize information gathered from visual and oral presentations and use that information as a basis for discussion or composing text.

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **Learning Targets:** • I can ask and answer questions about a presentation to gather more information.	
Content Vocabulary • discussion • idea • key detail • presentation • clarify	**Academic Vocabulary**
Formative Assessments	**Summative Assessments**
Resources • **Strategic Balanced Literacy Framework**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Speaking and Listening

Anchor Standard	
4. *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.* 5. *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.* 6. *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*	

Strand	*Speaking and Listening*	

Topic	*Presentation of Knowledge and Ideas*	**Pacing** Ongoing – introduce in fall

Standard Statement	Content Elaborations
4. *Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.* **Learning Targets:** • I can use details to describe people, places, things, and events. • I can express ideas and feelings clearly. 5. *Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.* **Learning Targets:** • I can add drawings or pictures to help clarify (describe) my ideas, thoughts, and feelings. 6. *Produce complete sentences when appropriate to task and situation.* **Learning Targets:** • I can recognize a complete sentence. • I can speak in complete sentences.	Speakers make deliberate choices during their Presentation of Knowledge and Ideas regarding language, content, and media usage to capture audience attention in order to convey their messages. Students should begin to understand the interrelatedness of reading, writing, speaking, and listening. With literature, for example, students can read the text, write or draw about it, and participate in discussions about it. It is important that the vocabulary specific to the topic be naturally introduced to give students more tools to present related comments and information. In the next grade band, students are expected to make oral presentations that include multimedia components that enhance their topics and begin to develop an understanding of formal and informal English and the appropriate purposes and audiences in which each can be used.

Content Vocabulary	Academic Vocabulary
• detail • people • place • thing • event • idea	

- thought - feeling - clarify - complete sentence	
Formative Assessments	**Summative Assessments**
Resources **Strategic Balanced Literacy Framework**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Language

Anchor Standard
1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Strand	*Language*

Topic	*Conventions of Standard English*	

Standard Statement	Content Elaborations

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
  a. Print all upper- and lowercase letters.
  b. Use common, proper, and possessive nouns.
  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
  e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  f. Use frequently occurring adjectives.
  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  h. Use determiners (e.g., articles, demonstratives).
  i. Use frequently occurring prepositions (e.g., during, beyond, toward).
  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 	
Learning Targets:
• I can print all upper- and lowercase letters correctly.
• I can name and use a common noun.
• I can name and use a proper noun.
• I can name and use a possessive noun.
• I can write basic sentences that use singular nouns with singular verbs.
• I can write basic sentences that use plural nouns with plural verbs.
• I can identify and use personal pronouns.
• I can identify and use possessive pronouns.
• I can identify and use indefinite pronouns.
• I can identify that verbs change when showing actions that happen in
	Writers and speakers use the rules and Conventions of Standard English to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process. Once a text is completed, young writers benefit from opportunities to read it back as the teacher or coach points out the conventions on which the students are to focus.

the past, present, or future and use verbs correctly.
- I can name and use adjectives in writing.
- I can name and use common conjunctions in writing.
- I can name and use determiners in writing.
- I can identify and use common conjunctions correctly to combine words and phrases.
- I can identify common prepositions and use them correctly.
- I can write simple and compound sentences that make a statement, ask a question, make a command/request, or make an exclamation.

Content Vocabulary	Academic Vocabulary
- common noun - proper noun - possessive noun - singular verb - singular noun - plural verb - plural noun - personal pronoun - possessive pronoun - indefinite pronoun - adjective - conjunction - determiner - phrases - simple sentence - compound sentence - preposition	- noun - verb - adjective - lowercase letter - uppercase letter - question mark - command - exclamation
Formative Assessments • Writing Diagnostic	**Summative Assessments**
Resources • **D'Nealian Blackline Masters** • **Sitton Spelling** • **Write Source**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Language

Anchor Standard
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
3. *Knowledge of language (beings in grade 2).*

Strand	*Language*	

Topic	*Conventions of Standard English*	**Pacing** Ongoing – introduce in the fall

Standard Statement	Content Elaborations

2. ***Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***
  a. Capitalize dates and names of people.
  b. Use end punctuation for sentences.
  c. Use commas in dates and to separate single words in a series.
  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 	
Learning Targets:
• I can capitalize days of the week and names of people.
• I can identify and use the correct end punctuation in my writing.
• I can use a comma to separate three or more words in a series.
• I can use a comma between the day and the year of a date.
• I can use common spelling patterns when writing words.
• I can spell new words by sounding out letters and using known spelling rules.	

Content Vocabulary • series • spelling pattern • phrases	**Academic Vocabulary** • capitalize • period • exclamation point • question mark • punctuation • comma

Formative Assessments	Summative Assessments
Resources • **Strategic Balance Literacy Framework**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Language

Anchor Standard	
4. *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.*	

Strand	*Language*	

Topic	*Vocabulary Acquisition and Use*	**Pacing** Winter Spring

Standard Statement	**Content Elaborations**

4. *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.*
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Use frequently occurring affixes as a clue to the meaning of a word.
  c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 	
Learning Targets:
• I can identify the meaning of unknown and multiple meaning words by using context clues (e.g., definitions and examples).
• I can identify common prefixes and suffixes of unknown words.
• I can use prefixes and suffixes to define new words.
• I can identify root words and understand that adding -s, -ed, and -ing changes the meaning of a root word.
	Young readers, writers, speakers, and listeners identify and use word meanings, inflections, and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading, and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts. Students must be encouraged to be *word aware* (Blachowicz) in classrooms that support word selection, use of context, word structures, and the use of reference tools in learning new vocabulary.
	
	In the next grade band, students investigate the uses of formal and informal English; use grade-appropriate vocabulary in speaking, reading, and writing; develop an understanding of figurative language and its influences on text; and increase their content and academic vocabulary.

Content Vocabulary • context clue • prefix • suffix • root word	**Academic Vocabulary**

Formative Assessments	**Summative Assessments**

Resources	Enrichment Strategies
Strategic Balance Literacy Framework **Write Source** **Sitton Spelling** **Leveled Literacy Books**	
Integrations	**Intervention Strategies**

Grade One ELA / Language

Anchor Standard
5. *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

Strand	*Language*

Topic	*Vocabulary Acquisition and Use*	**Pacing** Winter Spring

Standard Statement	Content Elaborations

5. ***With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.***
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
   c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
   d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
 	
Learning Targets:
• I can sort words into categories.
• I can define words by categories using common traits.
• I can connect words I hear and read to the real world.
• I can tell the difference between similar adjectives by defining, choosing, or acting out the meanings.
• I can tell the difference between similar verbs by defining, choosing, or acting out the meanings.
	Young readers, writers, speakers, and listeners identify and use word meanings, inflections, and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading, and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts. Students must be encouraged to be *word aware* (Blachowicz) in classrooms that support word selection, use of context, word structures, and the use of reference tools in learning new vocabulary.
	
	In the next grade band, students investigate the uses of formal and informal English; use grade-appropriate vocabulary in speaking, reading, and writing; develop an understanding of figurative language and its influences on text; and increase their content and academic vocabulary.

Content Vocabulary • verb • adjective	**Academic Vocabulary** • category • trait • connection

Formative Assessments	Summative Assessments
• Elementary Assessment Folder • Writing Diagnostic	
Resources • **Strategic Balance Literacy Framework** • **Write Source** • **Sitton Spelling** • **Leveled Literacy Books**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade One ELA / Language

Anchor Standard	
6. *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*	

Strand	*Language*	

Topic	*Vocabulary Acquisition and Use*	**Pacing**
		Ongoing – introduce in the fall

Standard Statement	Content Elaborations
6. *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).* **Learning Targets:** • I can discover new words and phrases through reading, listening, and conversations. • I can use my new words and phrases when speaking and writing. • I can use conjunctions when speaking and writing.	Young readers, writers, speakers, and listeners identify and use word meanings, inflections, and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading, and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts. Students must be encouraged to be *word aware* (Blachowicz) in classrooms that support word selection, use of context, word structures, and the use of reference tools in learning new vocabulary.

Content Vocabulary	Academic Vocabulary
• discover	• conversation • conjunction • phrases

Formative Assessments	Summative Assessments
• Writing Diagnostic	

Resources	Enrichment Strategies
• **Strategic Balance Literacy Framework** • **Write Source** • **Sitton Spelling** • **Marzano Vocabulary Acquisition Protocol**	

Integrations	Intervention Strategies