English/Language Arts 1ˢᵗ Grade

Course Big Ideas
Students will:
1. Gain a working knowledge of concepts of print, phonological and phonemic awareness, and will understand that word recognition and fluency are foundational skills necessary to the development of effective readers.
2. Read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
3. Read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
4. Write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content.
5. Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Core Standards	Skills/Competencies	Content/Topics
1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. **CC.1.1.1.B**- Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence	**1.1 Foundational Skills** **CC.1.1.1.B** • Hold book right side up, turn pages correctly, move from front to back of book • Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers) • Identify information that different parts of a book provides (title, author, illustrator) • Know uppercase and lowercase letter names and match them • Know the order of the alphabet • Demonstrate one-to-one correspondence between oral words and printed words • Identify and distinguish between letters, words, and sentences	**1.1 Foundational Skills** **Concepts of Print** • Parts of a book • Reading left to right, top to bottom • Uppercase and lowercase letters • Alphabetic order • Environmental print (signs, labels) • Text Feature • Punctuation

	• Recognize distinguishing features of a paragraph • Recognize environmental print • Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line) • Recognize first name in print	
CC.1.1.1.C – Demonstrate understanding of spoken words, syllables and sounds(phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	**CC.1.1.1.C** • Identify and produce rhyming words in response to an oral prompt • Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed • Count each syllable in a spoken word • Segment and blend syllables in a spoken words • Segment and blend onset and rime in one-syllable words • Recognize and produce words beginning with the same sound • Identify and isolate initial, final, and medial sounds in spoken words • Blend sounds orally to make words or syllables • Segment a word or syllable into sounds • Count sounds in spoken words or syllables and syllables in words • Manipulate sounds in words (add, delete, and/or substitute phonemes	**CC.1.1.1.C** **Phonological & Phonemic Awareness** • Rhyme recognition • Matching initial sounds • Matching final sounds • Matching medial sounds • Phoneme blending • Segmenting sounds/Syllables
CC.1.1.1.D – Know and apply grade-level phonics and word analysis skills and decoding	**CC.1.1.1.D** • Read simple one-syllable and high-	**CC.1.1.1.D** **Phonics**

words.

- Identify common consonant diagraphs, final-e, and common vowel teams.
- Decode one- and two-syllable words with common partners.
- Read grade-level words with inflectional endings.
- Read grade-appropriate irregularly spelled words.

frequency (sight) words
- Understand and apply the *alphabetic principle* that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds
- Know sound-letter relationships and match sounds to letters
- Generate sounds from letters and blend those sounds to decode:
  - o Consonants, consonant blends, and consonant digraphs
  - o Short and long vowels
  - o r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns
  - o Phonograms/word families
- Decode multisyllabic words with common word parts and spelling patterns:
  - o Base Words and inflected endings; plurals
  - o Contractions and compound words
  - o Prefixes and suffixes
- Apply knowledge of syllabication rules to decode words
- Recognize common abbreviations
- Blending strategy: Apply knowledge of sound-letter relationships to decode unfamiliar words
- Apply knowledge of word structure to decode unfamiliar words
- Use context along with sound-letter relationships and word structure to

- Phonemic and Phonological Awareness
- Blending and Segmenting
- Base word and ending
- Short Vowels and Long Vowels
- Consonant, Consonant blends and Consonant Diagraphs
- R-controlled diagraphs, vowel diagraphs, diphthongs and common vowel patterns.

Word Study Concepts
- Compound words
- Verb endings -ed; -ing, s
- Adding -ed to a double final
- consonant
- Homophones
- High-frequency words Contractions
- Prefixes and Suffixes
- Change 'y' to 'i' before adding '-ed' or '-es'
- Sentence features
o Identify first word of a sentence
o capitalization of first word
o end mark
- Rhyming words
- Abbreviations

	- decode - Self-monitor accuracy of decoding and self-correct

CC.1.1.1.E - Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.1.1.E
- Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate rate
- Practice fluency in a variety of ways, including choral reading, partner/paired reading, Reader's Theater, repeated oral reading, and tape-assisted reading
- Work toward appropriate fluency goals by the end of each grade
- Read regularly and with comprehension and independent-level material
- Read silently for increasing periods of time

CC.1.1.1.E

Fluency Concepts
- Accuracy
- Comprehension
- Rate
- Expression
- Context/Word Recognition
- Phrasing
- Volume
- Reread
- Self-correct

1.2 Reading Informational Text *Students read, understand, and respond* *to informational text—with an emphasis on* *comprehension,* *vocabulary acquisition, and making* *connections among ideas and between* *texts with a focus on textual evidence.* **CC.1.2.1.A**- Identify the main idea and retell key details of text. **CC.1.2.1.B**- Ask and answer questions about key details in text.	**1.2 Reading Informational Text** **CC1.2.1.A** • Identify main idea and key details found in informational text • Make, confirm, and modify predictions based on text information **CC1.2.1.B** • Ask clear questions to gain information • Questioning before, during, and after reading • Use new words found in informational text when asking and answering a variety of questions • Ask and answer questions to demonstrate understanding of a text • Answer who, what, when, why and	**1.2 Reading Informational Text** **CC1.2.1A** • Main idea • Details • Summarize **CC1.2.1B** • Make predictions • Recall and retell • Monitory and Clarify • Ask and answer questions • Identify details and facts • Summarize

	how questions about an informational text • Summarize details of an informational text	
CC.1.2.1.C – Describe the connection between two individuals, events, ideas or pieces of information in a text	**CC1.2.1.C** • Compare and contrast between familiar texts • Make inferences when reading informational text • Use words that pertain to time, sequence, and cause/effect found in informational text • Text structure (nonfiction-such as cause/effect, chronological, compare/contrast, description)	**CC1.2.1.C** • Compare and Contrast • Sequence • Time order words • Text Structure • Genre: Non Fiction • Cause and Effect • Venn Diagram/T-charts etc. • Inferences
CC.1.2.1.E – Use various text features and search tools to locate key facts or information in a text.	**CC1.2.1.E** • Differentiate between fact and opinion • Identify text structure/organization found in informational text (chronology/sequence, comparison/contrast, cause and effect, question & answer, problem/solution) • Create and use graphic and semantic organizers, including outlines, notes, summaries	**CC1.2.1.E** • Text features/Text structure/Reader's Tools • graphic organizers • Fact and opinion

CC.1.2.1.F – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**CC1.2.1.F** • Use sentence-level content to determine meaning of a word or phrase • Identify statements of fact • Identify statements of opinion	**CC1.2.1.F** • Rereading-sentence level • Context Clues • Word parts, base words and ending • Monitory and Clarify • Fact and Opinion
CC.1.2.1.G – Use the illustrations and details in a text to describe its key ideas.	**CC1.2.1.G** • Visualize—use mental imagery • Graphic Sources (illustrations, photos, maps, charts, graphs, font styles, etc.)	**CC1.1.1.G** • Text Features • Illustrations
CC.1.2.1.H – Identify the reasons an author gives to support points in a text	**CC1.2.1.H** • Distinguish the roles of author and illustrator • Recognize/analyze author's and illustrator's craft or style • Important ideas (nonfiction) that provides clues to an author's meaning	**CC1.2.1H** • Define author and illustrator • Identify Author's Purpose
CC.1.2.1.I – Identify basic similarities in and differences between two texts on the same topic.	**CC1.2.1.I** • Identify similarities and differences of characters, events, and settings within or across selections/cultures	**CC1.2.1.I** • Compare and Contrast • Graphic Organizer(Venn Diagram) • Story Structure • Make Connections(text to text)
CC.1.2.1.J – Use words and phrases acquired through conversations, reading and being read	**CC1.2.1.J** • Develop vocabulary through direct	**CC1.2.1.J** • Vocabulary-Oral Discussions

to and responding to texts, including words that signal connections and relationships between the words and phrases.	instruction, concrete experiences, reading, listening to text read aloud • Use new words in a variety of contexts	• Background Knowledge • Connect to text, self, and world • Word structure • Selection Vocabulary • Academic Vocabulary

CC.1.2.1.K – Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content	**CC1.2.1.K**
	• Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud
	• Recognize and understand selection vocabulary
	• Understand content-area vocabulary and specialized, technical, or topical words
	• Use knowledge of word structure to figure out meaning s of words
	• Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs
	• Use grade-appropriate reference sources to learn new word meanings
	• Use picture clues to help determine new words meanings
	• Create and use graphic organizers to group, study, and retain vocabulary
	• Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning
	• Extend Concepts and Word Knowledge:
	    o Academic language
	    o Classify and categorize
	    o Abbreviations
	    o Antonyms and synonyms
		CC1.2.1.K
		• Vocabulary
		    o Oral
		    o Selection
		    o Academic
		• Multiple Meaning Words
		• Context clues
		• Compound words
		• Homonyms
		• Homographs
		• Picture clues
		• Knowledge of Word Structure
		• Prefixes and Suffixes
		• Synonyms and antonyms

	- Prefixes and suffixes - Homographs and homophones - Multiple-meaning words - Compound words - Figurative language and idioms - Descriptive words (location, size, color, shape, number, ideas, feelings) - High-utility words (shapes, colors, question words, positive/directional words, and so on) - Time and order words	
CC.1.2.1.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC1.2.1.L** - Demonstrate comprehension of grade-level non-fiction and informational text - Identify characteristics of nonfiction texts, including biography, interviews, and newspaper articles - Identify main idea and key details found in informational text - Read informational text independently - Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives - Recognize themes that cross cultures	**CC1.2.1.L** - Genre(Nonfiction) - Text Structure - Main Idea and Details - Read and Retell - Use background knowledge: Questioning; before, during and after reading - Accuracy and Appropriate Rate

	and bind them together in their common humanness	
1.3 *Reading Literature* *Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.* **CC.1.3.1.A** – Retell stories including key details, and demonstrate understanding of their central message or lesson.	**1.3 Reading Literature** **CC.1.3.1.A** • Identify important details found in literary text. • Identify the central theme/moral in a literary text. • Draw conclusions based on information from literary text.	**CC.1.3.1.A** • Key Ideas and details • Recall and retell • Compare and Contrast • Theme • Moral of story • Summarize

CC.1.3.1.B – Ask and answer questions about key details in a text.	**CC.1.3.1.B**
	• Ask clear questions to gain information about literary text
	• Answer, who, what, when, where, why, and how questions about literary text.
	• Make inferences based on information found in literary text.
	• Ask and answer questions to demonstrate understanding of literary text.
		CC.1.3.1.B
		• Identify key ideas and detail
		• Ask and Answer questions
		• Summarize
		• Make Inference
		• Make Predictions
		• Recall and retell
		• Draw Conclusion
		• Genre
		   o Fiction
		   o Nonfiction
		• Text Structure

CC.1.3.1.C – Describe characters, settings and major events in a story, using key details.	**CC.1.3.1.C**
	• Character
	   o Recognize and describe traits, actions, feelings, and motives of characters
	   o Analyze characters' relationships, changes, and points of view
	   o Analyze characters' conflicts
	   o Analyze the effect of character on plot and conflict
	• Plot and Plot Structure
	   o Beginning, middle, end
	   o Goal and outcome or problem and solution/resolution
	   o Rising action, climax, and
		CC.1.3.1.C
		• Literary Elements
		   o Character(traits, actions, motives, problem, conflict)
		   o Setting
		   o Plot(beginning, middle, end)
		   o Problem and Solution
		   o Text Structure
		   o Text features
		• Compare and Contrast
		• Sequence of events

	falling action/denouement, setbacks
	• Setting
	  o Relate setting to problem/solution
	• Use Literary Elements and Story Structure
	  o Analyze and evaluate author's use of setting, plot, character, and compare among authors
	  o Identify similarities and differences of characters, events, and settings within or across selections/cultures	

CC.1.3.1.D – Identify who is telling the story at various points in a text.	**CC.1.3.1.D** • Dialogue and narration o Identify the speaker or narrator in a selection	**CC.1.3.1.D** • Point of View • Identify the Narrator/Speaker • Dialogue and Narration

CC.1.3.1.E – Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	**CC.1.3.1.E**
	• Identify types of everyday print material (storybooks, poems, newspapers, signs, labels)
	• Identify characteristics of literary texts, including drama, fantasy, traditional tales
	• Identify characteristics of nonfiction
		CC.1.3.1.E
		• Genre
		  o Fiction
		  o Nonfiction
		• Literary Elements
		• Text Features
		• Compare and Contrast

	texts, including biography, interviews, newspaper articles	• Story and Text structure

CC.1.3.1.F – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**CC.1.3.1.F**
	• Imagery and sensory words
	• Sound devices and poetic elements
	  o Alliteration, assonance, onomatopoeia
	  o Rhyme, rhythm, repetition, and cadence
	  o Word Choice
		CC.1.3.1.F
		• Literary Devices
		  o Figurative Language
		  o Sound Language(Rhyme, Rhythm, and repetition
		  o Imagery and Sensory Words

CC.1.3.1.G – Use illustrations and details in a story to describe characters, setting, or events.	**CC.1.3.1.G** • Use details from illustrations to interpret key aspects of character, setting and events. • Use details from illustrations and pictures in a text to gain information to support points made in discussion. • Describe setting, character, events, and ending.	**CC.1.3.1.G** • Key details and features • Illustrations and Pictures • Story Structure
CC.1.3.1.H – Compare and contrast the adventures and experiences of characters in a story.	**CC.1.3.1.H** • Identify similarities and differences of characters within or across selections/cultures	**CC.1.3.1.H** • Compare and Contrast • Character(traits, actions, motives)

		- Graphic Organizer: (Venn Diagram, Character map etc.) - Cultural Awareness
CC.1.3.1.I – Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	**CC.1.3.1.I** - Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud - Use knowledge of word structure to figure out meanings of words - Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs - Use grade-appropriate reference sources to learn word meanings - Use picture clues to help determine word meanings - Create and use graphic organizers to group, study, and retain vocabulary	**CC.1.3.1.I** - Vocabulary - Oral - Selection - Academic - Multiple Meaning Words - Context clues - Compound words - Homonyms - Homographs - Picture clues - Knowledge of Word Structure - Prefixes and Suffixes - Graphic Organizer
CC.1.3.1.J – Use words and phrases acquired through conversations, reading, and being read to and responding to texts, including words that signal connections and relationships between the words and phrases.	**CC.1.3.1.J** - Recognize and understand selection vocabulary - Understand content-area vocabulary and specialized, technical, or topical words - Acquire and use grade appropriate conversational general academic domain specific words and phrases	**CC.1.3.1.J** - Vocabulary - Oral - Selection - Academic - Context clues - Word Structure

CC.1.3.1.K – Read and comprehend literature on grade level, reading independently and proficiently.	**CC.1.3.1K** • Demonstrate comprehension of grade-level literary text • Identify plot, setting, and character traits in a literary text	**CC.1.3.1K** • Literary Elements(Character, setting, theme, events, problem, solution, theme • Graphic organizer • Monitor and Clarify • Reading rate and accuracy • Questioning • Making inferences • Main Idea and details • Summarize • Make Predictions • Text Structure • Story Structure
1.4 *Writing* *Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*	**1.4 Writing**	**1.4 Writing**
CC.1.4.1.A – Write informative/explanatory texts to examine a topic and convey ideas and information.	**CC.1.4.1.A** • Write about a topic using a clear main idea and supporting details. • Construct a sentence that identifies the topic. • Construct sentences that support the topic/main idea.	**CC.1.4.1.A** **Informative/Explanatory Writing** • Focus (one specific topic) • Content (2 or more facts/descriptors) • Organization (logical order – • beginning, middle, end) • Style (precise language, sentences of varying length)

		• Conventions (spelling/grammar/punctuation)
CC.1.4.1.B – Identify and write about one specific topic.	**CC.1.4.1.B** • Construct a sentence that identifies the topic.	**CC.1.4.1.B** • Topic sentence • Graphic Organizer • Focus(one specific topic)
CC.1.4.1.C – Develop the topic with two or more facts.	**CC.1.4.1.C** • To construct several sentences to develop the topic with a beginning, middle • State clear purpose and maintain focus using facts and details relevant to the topic. • Use vocabulary specific to the topic. • Use words that describe	**CC.1.4.1.C** • Graphic Organizer • Main Idea • Write facts and details to support topic. • Focus(one specific topic) • Content(2 or more facts and details)
CC.1.4.1.D – Group information and provide some sense of closure.	**CC.1.4.1.D** • To Compose a series of sentences that relate to a single topic with a beginning, middle, and end. • Use transition words • To create a concluding statement relating to the topic.	**CC.1.4.1.D** • Beginning, Middle, End • Transition words • Concluding statement • Facts and Details • Focus • Content • Organization • Graphic organizer
CC.1.4.1.E – Choose words and phrases for effect.	**CC.1.4.1.E** • Use transition words when writing • Use a variety of words to develop topic • Include vocabulary words specific to	**CC.1.4.1.E**

C.1.4.1.F – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in a series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

the topic.
- Write using specific word choices for effect.

CC.1.4.1.F
- Concepts about Print for Writing
  - Write uppercase and lowercase letters
  - Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning
  - Write consonant-vowel-consonant words
- Grammar and Usage in Speaking and Writing
  - Sentences
    - Correct word order in written sentences
    - Types (declarative, interrogative, exclamatory, imperative)
    - Fragments and run-on sentences Parts (Subject/Predicate
    - Contractions

- Mechanics in Writing
  - Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)

- Sensory words
- Content specific vocabulary
- Sequence words

CC.1.4.1.F
- Conventions
  - Spelling
  - Grammar
  - Punctuation
  - Capitalization
  - Sentence structure
  - Paragraph structure

- o Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)
- Spelling
  - o Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet
    - Consonants: single double, blends, diagraphs, silent letters, and unusual consonant spellings
    - Vowels: short, long, r-controlled, diagraphs, diphthongs, less-common vowel patterns, schwa
  - o Use knowledge of word structure to spell
    - Base words and affixes (inflections, prefixes, suffixes) possessives, contractions, and compound words
    - Greek and Latin roots, syllable patterns, multisyllabic words
  - o Spell high-frequency, irregular words
  - o Spell frequently misspelled

CC.1.4.1.G – Write opinion pieces on familiar topics.	words correctly, including homophones or homonyms **CC.1.4.1.G** • Compose opinion pieces that state an opinion and provide reasons to support the opinion • Compose an opinion piece with a beginning that identifies an opinion, middle with reasons, and an ending that restates the opinion. • Write opinion pieces using transition words	**CC.1.4.1.G** **Opinion Writing** • Focus (one specific topic/opinion) • Content (2 or more reasons) • Organization (logical order – opinion, reasons, closure) • Style (precise language, sentences of varying length) • Conventions (spelling/grammar/punctuation) • Graphic Organizers
CC.1.4.1.H – Form an opinion by choosing between two given topics	**CC.1.4.1.H** • Compose an opinion piece with a beginning that identifies an opinion, middle with reasons, and an ending that restates the opinion	**CC.1.4.1.H** • Focus (one specific topic/opinion) • Content (2 or more reasons) • Organization (logical order – opinion, reasons, closure)
CC.1.4.1.I – Support the opinion with reasons related to the opinion.	**CC.1.4.1.I** • Choose between two given topics to write to support your choice using reading and examples. • Compose an opinion piece with a beginning that identifies an opinion, middle with reasons that support the opinion, and an ending that restates the opinion	**CC.1.4.1.I** • Focus (one specific topic/opinion) • Content (2 or more reasons) • Organization (logical order – opinion, reasons, closure)

CC.1.4.1.J – Create an organizational structure that includes reasons and provides some sense of closure.	**CC.1.4.1.J** • Write reasons that support your opinion. • State a clear purpose and maintain focus: Sharpen Ideas • Write opinion pieces using transition words • Create sentences and paragraphs that support opinion using examples and details. • Create a concluding statement	**CC.1.4.1.J** • Organization (logical order – opinion, reasons, closure)

CC.1.4.1.K – Use a variety of words and phrases.	**CC.1.4.1.K**
	• Use a variety in sentence structure
	• Use a variety of words when writing
	• Write using words that describe
	• Write coherent paragraphs that develop a central idea and maintain focus on the topic.
		CC.1.4.1.K
		• Focus (one specific topic/opinion)
		• Content (2 or more reasons)
		• Organization (logical order – opinion, reasons, closure)
		
		• Conventions
		  o Spelling
		  o Grammar
		  o Punctuation
		  o Capitalization
		  o Sentence structure
		  o Paragraph structure

CC.1.4.1.L – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	CC.1.4.1.L	CC.1.4.1.L

• Capitalize dates and names of people.
• Use end punctuation; use commas in dates and words in a series.
• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
	• Concepts about Print for Writing
	  o Write uppercase and lowercase letters
	  o Print own name and other important words
	  o Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning
	  o Write consonant-vowel-consonant words
	  o Dictate messages or stories for others to write
	  o Create own written texts for others to read; write left to right on a line and top to bottom on a page
	  o Participate in shared and interactive writing
	• Grammar and Usage in Speaking and Writing
	  o Sentences
	    ▪ Correct word order in written sentences
	    ▪ Types (declarative, interrogative, exclamatory, imperative)
	    ▪ Fragments and run-on sentences
	    Parts (Subject/Predicate
	    ▪ Contractions
		• Conventions
		  o Spelling
		  o Grammar
		  o Punctuation
		  o Capitalization
		  o Sentence structure
		  o Paragraph structure

- Mechanics in Writing
  - Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)
  - Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)
- Spelling
  - Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet
    - Consonants: single double, blends, diagraphs, silent letters, and unusual consonant spellings
    - Vowels: short, long, r-controlled, diagraphs, diphthongs, less-common vowel patterns, schwa
  - Use knowledge of word structure to spell
    - Base words and affixes (inflections, prefixes, suffixes) possessives, contractions, and compound words
    - Greek and Latin

	roots, syllable patterns, multisyllabic words o Spell high-frequency, irregular words o Spell frequently misspelled words correctly, including homophones or homonyms	
CC.1.4.1.M. – Write narratives to develop real or imagined experiences or events.	**CC.1.4.1.M** • Narrative writing (such as personal narratives, stories, biographies, autobiographies) • Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)	**CC.1.4.1.M** **Narrative Writing** • Focus (one specific topic) • Content (2 or more details) • Organization (logical order – • beginning, middle, end) • Style (precise language, sentences of varying length) • Conventions (spelling/grammar/punctuation)
CC.1.4.1.N – Establish who and what the narrative will be about.	**CC.1.4.1.N** • Write narrative text that tells a story about a character or characters who face a problem	**CC.1.4.1.N** • Narrative Text • Character(traits) • Graphic Organizer • Topic Story Ideas • Problem/Solution
CC.1.4.1.O. – Include thoughts and feelings to describe experiences and events.	**CC.1.4.1.O** • Tell an imaginary story with a beginning, middle, and end about a person, animal, or object that describes an adventure • Writes narrative text using details to make the story interesting	**CC.1.4.1.O** • Imagery/Sensory Words • Content(one specific topic) • Focus(2 or more details) • Organization(Beginning,

		Middle, End)
		• Sequence • Word Choice

	CC.1.4.1.P • Write narrative text using time order words to signal event order and to provide a sense of closure	**CC.1.4.1.P** • Sequential/Time order words • Organization(Beginning, Middle, End)
CC.1.4.1.P – Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.		
CC.1.4.1.Q – Use a variety of words and phrases.	**CC.1.4.1.Q** • Compose narrative text choosing words for effect • Use a variety of words when writing • Use a variety in sentence structure • Write using words that describe	**CC.1.4.1.Q** • Sensory words • Descriptive Vocabulary • Content specific vocabulary • Sequence words Style (precise language, sentences of varying length) • Conventions (spelling/grammar/punctuation)

CC.1.4.1.R – Demonstrate a grade appropriate command of the conventions of standard English, usage, capitalization, punctuation and spelling
 	
• Capitalize dates and names of people.
• Use end punctuation; use commas in dates and words in a series.
	CC.1.4.1.R
	• Traits of Writing
	  o Use correct spelling and grammar; capitalize and punctuate correctly
	  o Use correct paragraph indentation
	• Grammar and Usage in Speaking and Writing
		CC.1.4.1.R
		
		• Conventions
		  o Spelling
		  o Grammar
		  o Punctuation
		  o Capitalization
		  o Sentence structure
		  o Paragraph structure

• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
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	• Sentences
	  o Correct word order in written sentences
	  o Types (declarative, interrogative, exclamatory, imperative)
	  o Structure (complete, incomplete, simple, compound, complex, compound-complex)
	  o Parts (subjects/predicates; complete, simple, compound; phrases; clauses)
	  o Fragments and run-on sentences
	  o Combine and rearrange sentence sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases
	  o Transitions and conjunctions to connect ideas; independent and dependent clauses
	  o Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles
	  o Contractions
	  o Usage
	    o Subject-verb agreement
	    o Pronoun agreement/referents
	• Mechanics in Writing
	• Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)
	• Punctuation (period, question mark, exclamation mark, apostrophe,	

comma, quotation marks, parentheses, colon, and so on)
- Spelling
- Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet
  o Consonants: single double, blends, diagraphs, silent letters, and unusual consonant spellings
  o Vowels: short, long, r-controlled, diagraphs, diphthongs, less-common vowel patterns, schwa
  o Use knowledge of word structure to spell
    o Base words and affixes (inflections, prefixes, suffixes) possessives, contractions, and compound words
    o Greek and Latin roots, syllable patterns, multisyllabic words
  o Spell high-frequency, irregular words
    o Spell frequently misspelled words correctly, including homophones or homonyms

	CC1.4.1.T	CC1.4.1.T
CC.1.4.1.T – With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	- Create own written texts for others to read; write left to right on a line and top to bottom on a page - Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research - Evaluate, interpret, and draw conclusions about key information - Prewrite using various strategies - Develop first drafts of single- and multiple-paragraph compositions - State a clear purpose and maintain focus; sharpen ideas - Use sensory details and concrete examples; elaborate - Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, elaboration - Edit and proofread for correct conventions (spelling, grammar usage, and mechanics) - Delete extraneous information	**Production and Distribution of Writing** Writing Process o Prewriting o Drafting o Revising o Editing o Publishing

CC.1.4.1.U – With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	**CC1.4.1.U** • Use simple word processing program to produce and publish writing • Interact with and respond to a variety of media for a range of purposes • Use online resources (e-mail, bulletin boards, newsgroups) • Use a variety of multimedia formats • Collaborate, publish, present, and interact with others • Work cooperatively and collaboratively with others; follow acceptable-use policies • Publish own work	**CC1.4.1.U** • Use a variety of multimedia formats • Use online resources(email, bulletin • Writing Process o Prewriting o Drafting o Revising o Editing o Publishing • Determine when media is useful
CC.1.4.1.V – Participate in individual or shared research and writing projects.	**CC1.4.1.V** • Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research • Write and present a report • Choose and evaluate appropriate reference sources • Locate and collect information including using organizational features of electronic texts • Collaborate, publish, present, and interact with others • Combine and compare information • Participate in shared and interactive writing • Publish own work	**CC1.4.1.V** **Conducting Research** • Formulating a research question • Question words (who, what, when, where, why, how) • Report topic • Reference materials • Print and Digital Sources • Supporting details • Visual images

CC.1.4.1.W – With guidance and support recall information from experiences or gather information from provided sources to answer a question.	**CC.1.4.1.W**
	• Know and use organizational features and parts of a book to locate information
	• Use alphabetical order
	• Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)
	   o Picture dictionary, encyclopedia, magazine/periodical, newspaper and newsletter, technology (on- and offline electronic media)
	• Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research
	• Choose and evaluate appropriate reference sources
	• Locate and collect information including using organizational features of electronic text
	• Take notes/record findings
	• Combine and compare information
	• Evaluate, interpret, and draw conclusions about key information
	• Paraphrase and summarize information
	• Organize content systemically
	• Communicate information
	   o Write and present a report
	• Select and organize visual aids
		CC.1.4.1.W
		
		• Formulating a research question
		• Question words (who, what, when,
		• where, why, how)
		• Print and Digital Sources
		• Reference Sources

CC.1.4.1.X – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	**CC1.4.1.X** • Write on a daily basis • Write independently for extended periods of time	**CC1.4.1.X** • Writing Journal • Writing Portfolio • Writing Process

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listening critically and respond intelligently as individual or in group discussions.
 	
CC.1.5.1.A – Participate in collaborative conversations with peers and adults in small and larger groups.
	1.5 Speaking and Listening
	
	CC.1.5.1.A
	• Listen to a variety of presentations attentively and politely
	• Demonstrate agreed upon rules for small group and whole group discussions
	• Listen for a purpose
	  o To participate in group discussions
	• Speak for a purpose
	  o To participate in conversations and discussions
		1.5 Speaking and Listening
		
		Appropriate Speaking
		• Collaborative discussion
		• Rules for discussions
		• Taking turns
		• Ask and answer questions
		• Audience
		• Purpose
		• Setting
		• Complete sentences
		• English conventions
		• Volume
		• Rate
		• Phrasing
		• Expression
		• Projection
		• Props/illustrations

CC.1.5.1.B – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**CC.1.5.1.B** • Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	**CC.1.5.1.B** • Ask and answer questions • Follow rules for discussions • Recall main idea and details • Clarify information • Relate information to prior

	• Listen for a purpose
	    o For enjoyment and appreciation
	    o To expand vocabulary and concepts
	    o To obtain information and ideas
	    o To answer questions and clarify information
	    o Paraphrase, retell, or summarize information that has been shared orally
		knowledge
		• Summarize

CC.1.5.1.C – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**CC.1.5.1.C** • Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions • Determine purpose of listening • Recognize formal and informal language • Connect prior experiences to those of a speaker	**CC.1.5.1.C** • To ask and answer questions • To retell. Paraphrase, or explain ideas • Emphasize key points to assist listener • Use visual aids to clarify oral presentations.
CC.1.5.1.D – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**CC.1.5.1.D** • Explain and describe people, events, and objects • Describe similarities and differences between, people, places, events, and objects	**CC.1.5.1.D** • Oral Discussion • Visual aids • Graphic organizers • Illustrations • Ask and answer questions

CC.1.5.1.E – Produce complete sentences when appropriate to task and situation.	**CC.1.5.1.E** - Paraphrase, retell, or summarize information that has been shared orally - Organize ideas and convey information in a logical sequences or structure with a beginning, middle, and end and an effective introduction and conclusion - Use complete sentence and English language conventions when speaking	**CC.1.5.1.E** - Responding in complete sentences - Present and respond information in a logical and sequential order - English Conventions
CC.1.5.1.F – Add drawings or other visual displays when sharing aloud to clarify thoughts, and feelings.	**CC.1.5.1.F** - Present information utilizing props or illustrations to add meaning to a presentation. - Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	**CC.1.5.1.F** - Visual Aids - Illustrations - Multimedia
CC.1.5.1.G – Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	**CC.1.5.1.G** - Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention - Use proper intonation, volume, pitch, modulation, and phrasing - Speak with a command of standard English conventions - Use appropriate language for formal and informal settings - Speak for a purpose - To ask and answer questions	**CC.1.5.1.G** **Speaking Skills and Strategies** - Speaking technique in small group or audience - Intonation - Speak with English Conventions - Formal and informal language setting - Retell and summarize with grade appropriate vocabulary

	- To give directions and instructions - To retell, paraphrase, or explain information - To communicate needs and share ideas and experiences - To describe people, places, things, locations, events, and actions - To express an opinion - To recite poems and songs or deliver dramatic recitations, interpretations, or performances	
` *9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts* **9.1.3.A –** Know and use the elements of and principles of each art form to create works in the arts and humanities.	*9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts* **9.1.3.A** - Participate in teacher-guided music and movement activities - Sing familiar songs, chants, and finger plays - Improvise songs and rhythmic patterns - Change words or tune of familiar songs to make new songs - Act out stories with the guidance of the adult - Create voice inflections and facial expressions in play - Imitate roles of people, animals, or objects observed in life experiences - Participate in teacher-guided visual arts activities	*9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts* **9.1.3.A** **Elements** - Color - Form/shape - Line - Space - Texture - Value **Principles** - Balance - Contrast - Emphasis/focal point - Movement/rhythm - Proportion/scale - Repetition - Unity/harmony

	• Demonstrate an understanding of "color," "shape," and "line." • Create a picture using different colors, varying the intensity of strokes and combining colors	
9.1.3.B – Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts.	**9.1.3.B** • Participate in teacher-guided visual arts activities • Use a variety of materials (e.g., chalk, paint, crayons, pencils, markers, wood, play dough) • Draw to explore and extend themes in the classroom	**9.1.3.B** • Know differences among materials, techniques, and processes • Select and use materials, techniques, and processes to communicate ideas, experiences, and stories • Use art materials and tools in a safe and responsible manner
9.1.3.E – Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.	**9.1.3.E** • Participate in teacher-guided visual arts activities • Draw a self-portrait • Create a work of art to represent a real or imagined object, animal, or person • Use a growing number of details and make more realistic representation • Choose different art materials to represent different types of thoughts or feelings	**9.1.3.E** • Select and use subject matter, symbols, and ideas to communicate meaning
9.1.3.J – Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	**9.1.3.J** • Participate in teacher-guided visual arts activities • Explore a variety of art materials and tools	**9.1.3.J** • Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill, pens, stencils, tools for wood carving, looms, stage equipment) • Know and use contemporary

	• Use materials and tools as intended • Manipulate materials in a variety of ways • Use age-appropriate digital media applications to create works of art	technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders)
9.3 Critical Response to Works in the Arts **9.3.3.F** – Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from Africa). **9.3.3.G** – Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because…; the movie was enjoyed for its exceptional special effects).	*9.3 Critical Response to Works in the Arts* **9.3.3.F** • Identify similar and different characteristics in works of art, like a photo, painting, drawing, dance, and songs **9.3.3.G** • Observe, applaud, or comment on the works of others • Share an opinion about art work when asked, "What do you think this is about?"	*9.3 Critical Response to Works in the Arts* **9.3.3.F** • Recognize and name similarities and differences in a variety of art forms **9.3.3.G** • Formulate and share an opinion about others' art products
9.4 Aesthetic Response to Works in the Arts **9.4.3.B** – Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).	*9.4 Aesthetic Response to Works in the Arts* **9.4.3.B** • Respond through body language, facial expressions, or oral language • Respond through humming, swaying, tapping foot to others' works • Respond at appropriate times (laugh, sigh) at others' performances	*9.4 Aesthetic Response to Works in the Arts* **9.4.3.B** • Demonstrate an emotional response to viewing or creating various art works

Assessments:
DIBELS® Next
- Beginning, Middle, and End of Year Benchmark
- Progress Monitoring

GRADE®
Skills Inventory
- RGR
- QPS

ELA Weekly Assessment
ELA Unit Assessment
ELA Unit Benchmark