

1st Quarter

1st Grade English Language Arts Standards

1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3.2 Ask and answer questions about what a speaker says to clarify something that is not understood.

1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5 Segment the individual sounds in one-syllable words.

1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1 Ask and answer questions about main idea and key details in a text.

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

1.RL.2.4 Make and confirm predictions about what will happen next in a story.

1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RL.3.2 Identify who is telling the story at various points in a text.

1.W.1 Write routinely over brief time frames and for a variety of purposes and audiences.

1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

1.W.4 Apply the writing process to – • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.

1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: 1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

1.W.6.2b Punctuation – • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series.

2nd Quarter

1st Grade English Language Arts Standards

1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.

1.SL.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.3.2 Ask and answer questions about what a speaker says to clarify something that is not understood.

1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

1.SL.4.3 Give and follow three- and four-step directions.

1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.3 Apply knowledge of final -e and common vowel teams (vowel digraphs) for representing long vowel sounds.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

1.RF.4.5 Read words in common word families (e.g., -at, -ate).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RV.2.1 Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1 Ask and answer questions about main idea and key details in a text.

1.RN.1 With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.

1.RN.2.2 Retell main ideas and key details of a text.

1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

1.W.1 Write routinely over brief time frames and for a variety of purposes and audiences.

1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4 Apply the writing process to – • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.

1.W.6.1 Demonstrate command of English grammar and usage, focusing on:

1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

1.W.6.2b Punctuation – • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series.

3rd Quarter

1st Grade English Language Arts Standards

1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.

1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

1.RF.4.6 Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1 Ask and answer questions about main idea and key details in a text.

1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

1.RL.3.2 Identify who is telling the story at various points in a text.

1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

1.RN.4.1 Identify the reasons the author gives to support points in a text.

1.W.1 Write routinely over brief time frames and for a variety of purposes and audiences.

1.W.3.1 Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.

1.W.4 Apply the writing process to – • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.

1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

1.ML.2.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

4th Quarter

1st Grade English Language Arts Standards

1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1 Ask and answer questions about main idea and key details in a text.

1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.

1.RL.3.2 Identify who is telling the story at various points in a text.

1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.

1.W.1 Write routinely over brief time frames and for a variety of purposes and audiences.

1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.4 Apply the writing process to – • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.

1.W.5 With support, conduct simple research on a topic. • Identify several sources of information and indicate the sources. • Organize information, using graphic organizers or other aids. • Make informal presentations on information gathered.

1.W.6.2c Spelling – • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.