

**English Language Arts – 1st Grade
2018-19**

Essential Standards						
1_R_1 The student will apply the structure of the workshop model.	1_R_2 The student will demonstrate and apply phonemic awareness.	1_R_3 The student will develop and apply phonics and decoding strategies when reading.	1_R_4 The student will read with sufficient fluency and accuracy to support comprehension.	1_R_5 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.	1_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.	1_R_7 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.
Learning Targets						
<p>1_R_1_A: Explain and demonstrate the work of a reader.</p> <p>1_R_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.</p> <p>1_R_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.</p> <p>1_R_1_D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading. (1.R.1.D.a 1.R.1.D.b)</p> <p>1_R_1_E: Understand and demonstrate the procedures and routines during Reader’s Workshop.</p> <p>1_R_1_F: Communicate about reading in a variety of ways. (1.R.1.D.b)</p> <p>1_R_1_G: Select appropriate personal goals as a reader to monitor progress.</p> <p>Independent Text 1_R_1_H: Read independently for multiple purposes over sustained periods of time. (1.R.1.D.a) (CCSS RL.1.10 RI.1.10)</p>	<p>Phonemic Awareness 1_R_2_A: Produce and identify sounds in spoken words. (1.RF.2.A.a) (CCSS RF.1.2.b)</p> <p>1_R_2_B: Produce and identify syllables in spoken words. (1.RF.2.A.a) (CCSS RF.1.2.b)</p> <p>1_R_2_C: Distinguish between long and short vowel sounds. (1.RF.2.A.b) (CCSS RF.1.2.a)</p> <p>1_R_2_D: Recognize the change in a spoken word when a specific phoneme is added, changed, or removed. (1.RF.2.A.c) (CCSS RF.K.2.e RF.1.2.c)</p> <p>1_R_2_E: Blend spoken phonemes to form one- or two-syllable words including consonant blends. (1.RF.2.A.d) (CCSS RF.1.2.b)</p> <p>1_R_2_F: Segment spoken words of three to five phonemes into individual phonemes. (1.RF.2.A.e) (CCSS RF.1.2.d)</p>	<p>Phonics 1_R_3_A: Decode words in context by using letter-sound knowledge for single letters. (1.RF.3.A.a) (CCSS RF.1.3.b)</p> <p>1_R_3_B: Identify letters for the spelling of short and long vowels. (1.RF.3.A.b) (CCSS RF.K.3.b)</p> <p>1_R_3_C: Produce consonant blends. (1.RF.3.A.c) (CCSS RF.1.2.b)</p> <p>1_R_3_D: Produce consonant digraphs. (1.RF.3.A.d) (CCSS RF.1.3.a)</p> <p>1_R_3_E: Combine sounds from letters and common spelling patterns to create and decode recognizable words. (1.RF.3.A.e) (CCSS RF.1.3.e)</p> <p>1_R_3_F: Use syllabication patterns to decode words. (1.RF.3.A.f) (CCSS RF.1.3.b RF.1.3.d)</p> <p>1_R_3_G: Read irregularly spelled words. (1.RF.3.A.g) (CCSS RF.1.3.g)</p> <p>1_R_3_H: Read root words with inflectional endings. (1.RF.3.A.h) (CCSS RF.1.3.f)</p> <p>1_R_3_I: Read contractions and compound words. (1.RF.3.A.i) (CCSS L.2.4.d)</p> <p>1_R_3_J: Read first grade high-frequency words. (1.RF.3.A.j) (CCSS RF.1.3.d RF.1.3.g)</p>	<p>Fluency 1_R_4_A: Read grade level text orally with accuracy at an appropriate rate recognizing punctuation has meaning (1.RF.4.A) (CCSS RF.1.4.a RF.1.4b)</p> <p>1_R_4_B: Self-correct misread or misunderstood words within grade level text (1.RF.4.A.a) (CCSS RFS.1.4c)</p>	<p>Vocabulary Develop an understanding of vocabulary by: 1_R_5_A: Use common affixes to figure out the meaning of a word (1.R.1.B.a) (CCSS L.1.4 L.1.5)</p> <p>1_R_5_B: Identify common root words and their inflectional endings (1.R.1.B.b) (CCSS L.1.4.c)</p> <p>1_R_5_C: Recognize that compound words are made up or shorter words (1.R.1.B.d) (CCSS L.2.4.d)</p> <p>1_R_5_D: Determine what words mean from how they are used in context of a sentence either heard or read (1.R.1.B.e) (CCSS L.1.4.a)</p> <p>1_R_5_E: Sort words into conceptual categories (1.R.1.B.f) (CCSS L.1.5.a L.1.5.b)</p> <p>1_R_5_F: Distinguish shade of meaning among verbs and adjectives (1.R.1.B.g) (CCSS L.1.5.d)</p> <p>1_R_5_G: Use words and phrases acquired through conversations, reading and being read to, and responding to texts (1.R.1.B.i) (CCSS L.1.6)</p>	<p>Comprehension 1_R_6_A: Predict what will happen next using prior knowledge. [LITERATURE] (1.R.1.A.a)</p> <p>1_R_6_B: Ask and respond to relevant questions to clarify meaning. [LITERATURE] (1.R.1.A.b) (CCSS RL.2.1)</p> <p>1_R_6_C: Seek clarification and locate facts and details about stories and other texts (1.R.1.A.c) (CCSS RL.1.1)</p> <p>1_R_6_D: Identify and retell main ideas in sequence including key details. [LITERATURE] (1.R.1.A.d 1.R.2.A.b) (CCSS RL.1.2)</p> <p>1_R_6_E: Retell beginning, middle, and end (1.R.1.A.e) (CCSS RL.1.3)</p> <p>1_R_6_F: Monitor comprehension and make corrections and adjustments when understanding breaks down. [LITERATURE] (1.R.1.A.f) (CCSS RF.1.4.c)</p> <p>Making Connections Determine Connection between:</p> <p>1_R_6_G: Make text to text connections including similarities and differences in fiction. [LITERATURE] (1.R.1.C.a) (CCSS RL.1.10)</p> <p>Reading Fiction Read, infer, analyze, and draw conclusions to:</p> <p>1_R_6_H: Describe characters, setting, problem, solution and events in logical sequences. (1.R.2.A.a) (CCSS RL.1.3)</p> <p>1_R_6_I: Recognize and describe sensory details. [LITERATURE] (1.R.2.A.c 1.R.2.C.b 1.R.3.B.b) (CCSS RL.1.4)</p> <p>1_R_6_J: Explain recurring phrases and why they are used. (1.R.2.A.d)</p>	<p>Comprehension 1_R_7_A: Predict what will happen next using prior knowledge. [INFORMATIONAL TEXT] (1.R.1.A.a)</p> <p>1_R_7_B: Ask and respond to relevant questions to clarify meaning. [INFORMATIONAL TEXT] (1.R.1.A.b 1.R.3.C.a) (CCSS RI.1.1)</p> <p>1_R_7_C: Seek clarification and locate facts and details about stories and other texts. [INFORMATIONAL TEXT] (1.R.1.A.c) (CCSS RL.1.1)</p> <p>1_R_7_D: Identify and retell main ideas in sequence including key details. [INFORMATIONAL TEXT] (1.R.1.A.d 1.R.3.C.b) (CCSS RI.1.2)</p> <p>1_R_7_E: Monitor comprehension and make corrections and adjustments when understanding breaks down. [INFORMATIONAL TEXT] (1.R.1.A.f) (CCSS RF.1.4.c)</p> <p>Making Connections Determine Connection between:</p> <p>1_R_7_F: Make text to text connections including similarities and differences in nonfiction. [INFORMATIONAL TEXT] (1.R.1.C.a) (CCSS RI.1.10)</p> <p>Text Features Read, infer, and draw conclusions to: 1_R_7_G: Use text features to restate the main idea. (1.R.3.A.a) (CCSS RI. 1.5)</p> <p>1_R_7_H: Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed by words. (1.R.3.A.b) (CCSS RI.1.6)</p> <p>1_R_7_I: Follow written multi-step directions with picture cues to assist with understanding. (1.R.3.A.d)</p> <p>Literary Techniques</p>

					<p>1_R_6_K: Explain the actions of the main character and the reason for those actions. (1.R.2.A.e) (CCSS RL.1.6)</p> <p>1_R_6_L: Compare and contrast adventures and experiences of characters in stories. (1.R.2.A.g) (CCSS RL.1.9 RL.1.7)</p> <p>Poetry <i>Read, infer, and draw conclusions to:</i> 1_R_6_M: Use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds. (1.R.2.B.a) (CCSS RL.1.4 RL.2.4)</p> <p>Drama <i>Read, infer, and draw conclusions to:</i> 1_R_6_N: Identify characters and dialogue in plays or performances by actors. (1.R.2.C.a) (CCSS RL.1.7)</p>	<p><i>Read, infer, and draw conclusions to:</i></p> <p>1_R_7_J: Distinguish between fiction and nonfiction. (1.R.3.B.a) (CCSS RL.1.5)</p> <p>1_R_7_K: Identify examples of sensory details. [INFORMATIONAL TEXT] (1.R.3.B.b) (CCSS RL.1.4)</p> <p>Text Structures <i>Read, infer, and draw conclusions to:</i> 1_R_7_L: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.R.3.C.c) (CCSS RI.1.3)</p> <p>1_R_7_M: Identify the reasons an author gives to support points in a text. (1.R.3.C.d) (CCSS RI.1.8)</p> <p>1_R_7_N: identify similarities and differences between texts on the same topic. (1.R.3.C.e) (CCSS RI.1.9)</p> <p>Digital and Media Literacy <i>Read to develop an understanding of media and its components by:</i> 1_R_7_O: Distinguish purposes of media (1.R.4.A.a)</p> <p>1_R_7_P: Explain techniques used in media (1.R.4.A.b)</p>
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Essential Standards				
1_W_1 The student will apply the structure of the workshop model.	1_W_2 The student will produce various forms and types of writing following a writing process to convey a message.	1_W_3 The student will apply the conventions of Standard English grammar and usage in writing.	RM_1 The student will plan for research, gather and use relevant information from a variety of sources.	1_SL_1 The student will speak and listen effectively in multiple contexts.
Learning Targets				
<p>1_W_1_A: Explain and demonstrate the work of a writer.</p> <p>1_W_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting</p> <p>1_W_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting</p> <p>1_W_1_D: Understand and demonstrate the procedures and routines during Writer’s Workshop</p> <p>1_W_1_E: Identify the ways that writers get their ideas</p> <p>1_W_1_F: Use a writer’s notebook (i.e. folder, binder, composition notebook)</p>	<p>1_W_2_A: Follow a writing process with guidance and support from adults to generate a draft, respond to questions and suggestions from peers, reread and organize writing, revise and edit writing, and publish and/or share writing. (W.1.A W.1.B W.1.D W.1.C) (CCSS W.1.5,6)</p> <p>Opinion/Argumentative 1_W_2_B: Write opinion texts that: 1_W_2_B1: Introduce a topic or text being studied. (1.W.2.A.a) (CCSS W.1.1) 1_W_2_B2: State an opinion about the topic or text and provide a reason for the opinion (1.W.2.A.b) (CCSS W.1.1) 1_W_2_B3: Use some specific words that are related to the topic. (1.W.2.A.c) 1_W_2_B4: Follow a sense of order in writing. (1.W.2.A.d) (CCSS W.1.1)</p> <p>Informative/Explanatory 1_W_2_C: Write informative/explanatory texts that: 1_W_2_C1: Introduce a topic or text being studied and supply facts. (1.W.2.B.a) (CCSS W.1.2) 1_W_2_C2: Use some specific words that are related to the topic. (1.W.2.B.b) (CCSS W.1.2) 1_W_2_C3: Follow a sense of order in writing. (1.W.2.B.c) (CCSS W.1.2) 1_W_2_C4: Create some sense of closure. (1.W.2.B.d) (CCSS W.1.2)</p> <p>Narrative/Literary 1_W_2_D: Write fiction or non-fiction narratives and poems that: 1_W_2_D1: Narrate a story or experience. (1.W.2.C.a) (CCSS W.1.3) 1_W_2_D2: Use details to describe the story or experience. (1.W.2.C.b) (CCSS W.1.3) 1_W_2_D3: Place events in the order they occurred. (1.W.2.C.c) (CCSS W.1.3) 1_W_2_D4: Use linking words to indicate beginning/middle/ end. (1.W.2.C.d) (CCSS W.1.3) 1_W_2_D5: Use words that are related to the topic. (1.W.2.C.e) 1_W_2_D6: Provide a reaction to what happened in the events. (1.W.2.C.f)</p>	<p>Handwriting 1_W_3_A: Write legibly. (1.L1.b.A) Use appropriate spacing when writing. (1.L.1.b.A)</p> <p>Spelling & Usage 1_W_3_B: Spell words phonetically using phonemic awareness and spelling knowledge. (1.L.1.B.f)</p> <p>1_W_3_C: Spell words using regular spelling patterns. (1.L.1.B.e)</p> <p>Parts of Speech 1_W_3_D: Identify and use nouns. (K.L.1.A.a, 1.L.1.A.a)</p> <p>1_W_3_E: Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)</p> <p>1_W_3_F: Identify and use adjectives to improve writing. (1.L.1.A.b, 2.L.1.A.g)</p> <p>Sentences 1_W_3_G: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.f)</p> <p>Capitalization 1_W_3_H: Capitalize first word in a sentence. (K.L.1.B.d)</p> <p>1_W_3_I: Capitalize the pronoun <i>I</i>. (K.L.1.B.e)</p> <p>1_W_3_J: Capitalize weeks, days, months and holidays. (2.L.1.B.d)</p> <p>1_W_3_K: Capitalize proper nouns. (1.L.1.B.c)</p> <p>Punctuation 1_W_3_L: Use ending punctuation. (1.L.1.B.b)</p>	<p>Inquiry Process RM_1_A: Follow a modeled inquiry process. (W.3.A)</p> <p>Using Schema: RM_1_B: Connect ideas to own interests, sharing what is known about the general topic to elicit and make connections to prior knowledge.</p> <p>Questioning and Topic Development: RM_1_C: Ask ‘I wonder’ questions about the research topic, recognizing that questions can be answered by finding information. (1.W.3.A.a)</p> <p>Using and Evaluating Sources: RM_1_D: Use approved teacher sources to find appropriate information. (1.W.3.A.b)</p> <p>Note Taking: RM_1_E: Find facts and summarize them via writing, drawing, verbalization to answer research questions, demonstrating organizational skills such as sorting and categorizing (Note taking). (1.W.3.A.c 1.W.3.A.d)</p> <p>Citing Sources: RM_1_F: Give credit (title and author) for sources used.(3.W.3.A.g, 3.W.3.A.h)</p> <p>Presentation: RM_1_G: Present facts and draw conclusions to answer simple questions in a variety of ways (art, music, poetry, movement, verbal/written language). (1.W.3.A.e)</p> <p>Reflection, During and After: RM_1_H: Compare new ideas with what was known at the beginning of the inquiry.</p> <p>RM_1_I: Ask ‘what do I wonder about now?’</p> <p>RM_1_J: <u>Identify own strengths and set goals for improvement.</u> (1.W.3.A.f)</p>	<p>Collaborative Discussions 1_SL_1_A: Take turns speaking, according to classroom expectations. (1.SL.3.A.a) (CCSS SL.1.1.a)</p> <p>1_SL_1_B: Build on others’ talk in conversations by responding to comments of others. (1.SL.3.A.b) (CCSS SL 1.1.b)</p> <p>1_SL_1_C: Confirm comprehension of read-alouds and other media by retelling and asking appropriate questions. (1.SL.3.A.c) (CCSS SL.1.1.c SL.1.2 SL.1.3)</p> <p>Presenting 1_SL_1_D: Explain a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding. (1.SL.4.A.a) (CCSS SL.1.5)</p> <p>1_SL_1_E: Use complete sentences, adjusting volume, as needed (1.SL.4.A.c) (CCSS SL.1.6)</p>