

**1st Grade English Language Arts Curriculum Year-At-A-Glance - Reading**

Unit 1: Launching Readers' Workshop	Unit 2: Monitoring for Meaning	Unit 3: Using and Creating Schema	Unit 4: Using Sensory Images
<p><b>Essential Standard(s):</b> 1_R_1 The student will apply the structure of the workshop model.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_1_A Explain and demonstrate the work of a reader (K, S)</li> <li>1_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting (K)</li> <li>1_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)</li> <li>1_R_1_D Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading (R)</li> <li>1_R_1_E Understand and demonstrate the procedures and routines during Reader's Workshop (K, S)</li> <li>1_R_1_F Communicate about reading in a variety of ways (S)</li> <li>1_R_1_G Select appropriate personal goals as a reader to monitor progress (K)</li> </ul>	<p><b>Essential Standard(s):</b> 1_R_5 The student will read with sufficient fluency and accuracy to support comprehension. 1_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 1_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_5_B Self-correct misread or misunderstood words within grade level text (S) (RFS.1.4c)</li> <li>1_R_5_A Read grade level text orally with accuracy at an appropriate rate recognizing punctuation has meaning (S) (RFS.1.4b)</li> <li>1_R_6_B Retell stories including key details (R) (RL.1.2)</li> <li>1_SL_1_A Express ideas, thoughts, or feelings clearly at an appropriate pace (S) (SL.1.4)</li> </ul>	<p><b>Essential Standard(s):</b> 1_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 1_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_6_A Use illustrations and details from a text to describe characters, setting, and major events (K) (RL.1.3,7)</li> <li>1_R_6_H Explain major differences between books that tell stories and books that give information (K) (RL.1.5)</li> <li>1_SL_1_A Express ideas, thoughts, or feelings clearly at an appropriate pace (S) (SL.1.4)</li> <li>1_SL_1_B Follow agreed-upon rules for discussions and speaking (i.e.: listen to others, speak one at a time, eye contact, volume, pace, be prepared) (S) (SL.1.1a)</li> <li>1_SL_1_E Use visual displays, audio recordings, video, or graphics when appropriate (S) (SL.1.5)</li> </ul>	<p><b>Essential Standard(s):</b> 1_R_4 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_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_4_A Determine meaning of unknown and multiple meaning words and phrases based on first grade reading and content (R) (L.1.4)</li> <li>1_R_6_A Use illustrations and details from a text to describe characters, setting, and major events (K) (RL.1.3,7)</li> <li>1_SL_1_D Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.1.4)</li> </ul>
Unit 5: Inferring	Unit 6: Asking Questions	Unit 7: Determining Importance	Unit 8: Synthesizing
<p><b>Essential Standard(s):</b> 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. 1_R_4 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text. 1_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_4_A Determine meaning of unknown and multiple meaning words and phrases based on first grade reading and content (R) (L.1.4)</li> <li>1_R_6_A Use illustrations and details from a text to describe characters, setting, and major events (K) (RL.1.3,7)</li> <li>1_R_6_C Demonstrate understanding of the central message or lesson (K) (RL.1.2)</li> <li>1_R_6_D Ask and answer questions about key details in a story (K) (RL.1.1)</li> <li>1_R_7_B Ask and answer questions about key details in informational texts and illustrations (K) (RI.1.1)</li> </ul>	<p><b>Essential Standard(s):</b> 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. 1_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_6_D Ask and answer questions about key details in a story (K) (RL.1.1)</li> <li>1_R_7_B Ask and answer questions about key details in informational texts and illustrations (K) (RI.1.1)</li> <li>1_SL_1_C Ask and answer questions in order to seek help, get information, or clarify something that is not understood in a text, read aloud, information presented orally or through other media (S) (SL.1.1c,2,3)</li> </ul>	<p><b>Essential Standard(s):</b> 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. 1_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_6_A Use illustrations and details from a text to describe characters, setting, and major events (K) (RL.1.3,7)</li> <li>1_R_6_C Demonstrate understanding of the central message or lesson (K) (RL.1.2)</li> <li>1_R_7_F Use various text features to locate key facts or information in a text: Glossary, Table of Contents, Headings, Pictures/Illustrations (R) (RI.1.5)</li> <li>1_R_7_A Recall the main topic and key details of a informational text (K) (RI.1.2)</li> <li>1_SL_1_A Express ideas, thoughts, or feelings clearly at an appropriate pace (S) (SL.1.4)</li> </ul>	<p><b>Essential Standard(s):</b> 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.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_R_6_C Demonstrate understanding of the central message or lesson (K) (RL.1.2)</li> <li>1_R_6_I Monitor overall meaning, important concepts, and central message in a literary text.</li> <li>1_R_7_G Monitor overall meaning and important concepts in informational text (R)</li> <li>1_R_6_E Compare and contrast characters in stories (R) (RL.1.9)</li> <li>1_R_6_F Compare and contrast events and ideas in stories (R) (RL.1.9)</li> <li>1_R_6_G Compare and contrast pictures in stories (R) (RL.1.9)</li> <li>1_R_7_C Compare and contrast individuals in informational texts (R)</li> <li>1_R_7_D Compare and contrast events and ideas between two informational texts on the same topic (R) (RI.1.9)</li> <li>1_R_7_E Compare and contrast pictures between two informational texts on the same topic (R) (RI.1.9)</li> </ul>

**1<sup>st</sup> Grade English Language Arts Curriculum Year-At-A-Glance – Word Work**

Unit 1: Word Work	Unit 2: Word Work	Unit 3: Word Work	Unit 4: Word Work
<p><b>Essential Standard(s):</b>                      1_R_2 The student will demonstrate and apply phonemic awareness.                      1_R_3 The student will develop and apply phonics and decoding strategies to unfamiliar words.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 1_R_2_A Segment sounds in words (K) (RFS.1.2d)</li> <li>• 1_R_2_C Isolate beginning, middle, and ending sounds in spoken words (K) (RFS.1.2b)</li> <li>• 1_R_2_E Distinguish long from short vowel sounds in spoken single-syllable words (K) (RFS.1.2a)</li> <li>• 1_R_3_A Use letter-sound correspondence knowledge to sound out unknown words (R)</li> <li>• 1_R_3_B Say and write consonant and short/long vowel sounds associated with letters (S) (RFS.1.2a)</li> <li>• 1_R_3_F Decode words with short vowels (R) (RFS.1.2a)</li> <li>• 1_R_3_H Decode words with common word endings (R) (RFS.1.3c)</li> <li>• 1_R_3_I Decode words with one and two syllable words (R) (RFS.1.3b,e)</li> <li>• 1_R_5_C Read high frequency words fluently (S)</li> </ul>	<p><b>Essential Standard(s):</b>                      1_R_2 The student will demonstrate and apply phonemic awareness.                      1_R_3 The student will develop and apply phonics and decoding strategies to unfamiliar words.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 1_R_2_B Blend sounds to form words (K) (RFS.1.2b)</li> <li>• 1_R_2_D Replace beginning and ending sounds to form new words (K)</li> <li>• 1_R_2_E Distinguish long from short vowel sounds in spoken single-syllable words (K) (RFS.1.2a)</li> <li>• 1_R_3_A Use letter-sound correspondence knowledge to sound out unknown words (R)</li> <li>• 1_R_3_B Say and write consonant and short/long vowel sounds associated with letters (S) (RFS.1.2a)</li> <li>• 1_R_3_F Decode words with short vowels (R) (RFS.1.2a)</li> <li>• 1_R_3_H Decode words with common word endings (R) (RFS.1.3c)</li> <li>• 1_R_3_E Decode words with long vowels (R) (RFS.1.2a)</li> <li>• 1_R_3_G Decode words with final-e and vowel teams (R) (RFS.1.3c)</li> <li>• 1_R_3_I Decode words with one and two syllable words (R) (RFS.1.3b,e)</li> <li>• 1_R_5_C Read high frequency words fluently (S)</li> </ul>	<p><b>Essential Standard(s):</b>                      1_R_2 The student will demonstrate and apply phonemic awareness.                      1_R_3 The student will develop and apply phonics and decoding strategies to unfamiliar words.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 1_R_2_E Distinguish long from short vowel sounds in spoken single-syllable words (K) (RFS.1.2a)</li> <li>• 1_R_3_A Use letter-sound correspondence knowledge to sound out unknown words (R)</li> <li>• 1_R_3_B Say and write consonant and short/long vowel sounds associated with letters (S) (RFS.1.2a)</li> <li>• 1_R_3_E Decode words with long vowels (R) (RFS.1.2a)</li> <li>• 1_R_3_G Decode words with final-e and vowel teams (R) (RFS.1.3c)</li> <li>• 1_R_3_C Decode words with blends including consonant blends (R) (RFS.1.2b)</li> <li>• 1_R_3_I Decode words with one and two syllable words (R) (RFS.1.3b,e)</li> <li>• 1_R_5_C Read high frequency words fluently (S)</li> </ul>	<p><b>Essential Standard(s):</b>                      1_R_2 The student will demonstrate and apply phonemic awareness.                      1_R_3 The student will develop and apply phonics and decoding strategies to unfamiliar words.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 1_R_2_E Distinguish long from short vowel sounds in spoken single-syllable words (K) (RFS.1.2a)</li> <li>• 1_R_2_F Count syllables in spoken words (S) (RFS.K.2b,c,d)</li> <li>• 1_R_3_A Use letter-sound correspondence knowledge to sound out unknown words (R)</li> <li>• 1_R_3_C Decode words with blends including consonant blends (R) (RFS.1.2b)</li> <li>• 1_R_3_D Decode words with consonant digraphs (R) (RFS.1.3a)</li> <li>• 1_R_3_G Decode words with final-e and vowel teams (R) (RFS.1.3c)</li> <li>• 1_R_3_I Decode words with one and two syllable words (R) (RFS.1.3b,e)</li> <li>• 1_R_5_C Read high frequency words fluently (S)</li> </ul>

**1<sup>st</sup> Grade English Language Arts Year-At-A-Glance - Writing**

Unit 1: Launching Writers' Workshop	Unit 2: Narrative Writing	Unit 3: Opinion Writing	Unit 4: Informative/Explanatory Writing
<p><b>Essential Standard(s):</b> 1_W_1 The student will apply the structure of the workshop model.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_W_1_A Explain and demonstrate the work of a writer (K, S)</li> <li>1_W_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting (K)</li> <li>1_W_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)</li> <li>1_W_1_D Understand and demonstrate the procedures and routines during Writer's Workshop (K, S)</li> <li>1_W_1_E Identify the ways that writers get their ideas (K)</li> <li>1_W_1_F Use a writer's notebook (i.e. folder, binder, composition notebook) (S)</li> </ul>	<p><b>Essential Standard(s):</b> 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.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>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. (P) (W.1.5,6)</li> <li>1_W_2_B Write narratives that recount two or more appropriately sequenced events (P) (W.1.3)</li> <li>1_W_2_C Write narratives that include some details regarding what happened (P) (W.1.3)</li> <li>1_W_2_D Write narratives that use transition words to signal event order (P) (W.1.3)</li> <li>1_W_2_E Write narratives that provide some sense of closure (P) (W.1.3)</li> <li>1_W_3_A Use end punctuation for sentences (R) (L.1.2b)</li> <li>1_W_3_B Capitalize names of people and beginning words of sentences, pronoun "I" and dates (R) (L.1.2a)</li> <li>1_W_3_C Spell words with simple patterns and high frequency words correctly (R) (L.1.2d)</li> <li>1_W_3_D Use phonetic spelling (R) (L.1.2e)</li> <li>1_W_3_G Use personal possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) (R) (L.1.1d)</li> <li>1_W_3_H 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) (R) (L.1.1e)</li> <li>1_W_3_I Use adjectives to add details (R) (L.1.1f)</li> <li>1_W_3_K Print all letters legibly using appropriate spacing between letters and words (R) (L.1.1a)</li> </ul>	<p><b>Essential Standard(s):</b> 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.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_W_2_I Write opinion pieces that introduce the topic or name the book and state an opinion (P) (W.1.1)</li> <li>1_W_2_J Write opinion pieces that supply a reason for the opinion (P) (W.1.1)</li> <li>1_W_2_K Write opinion pieces that provide a sense of closure (P) (W.1.1)</li> <li>1_W_3_B Capitalize names of people and beginning words of sentences, pronoun "I" and dates (R) (L.1.2a)</li> <li>1_W_2_A Use end punctuation for sentences (R) (L.1.2b)</li> <li>1_W_3_J Write simple and compound sentences that make a statement, ask a question, or make an exclamation (R) (L.1.1j)</li> </ul>	<p><b>Essential Standard(s):</b> 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. 1_IL_1 The student will gather information from print and digital sources to produce and publish writing.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>1_W_2_F Write informative/explanatory texts that have pictures and words related to the topic (P) (W.1.2)</li> <li>1_W_2_G Write informative/explanatory texts that have clear controlling ideas (P) (W.1.2)</li> <li>1_W_2_H Write informative/explanatory texts that have a simple opening and closing (P) (W.1.2)</li> <li>1_W_3_E Use common, proper, and possessive nouns (R) (L.1.1b)</li> <li>1_W_3_F Use singular and possessive plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (R) (L.1.1c)</li> <li>1_IL_1_A Participate in shared research and writing projects (P) (W.1.7)</li> <li>1_IL_1_B Recall information from experiences or gather information from provided sources to answer a question (K) (W.1.8)</li> <li>1_IL_1_C With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (S) (W.1.6)</li> </ul>