



FIRST GRADE ENGLISH LANGUAGE ARTS

COMPREHENSION

| <u>Reporting Topic</u> | <u>Grade Level Standards</u> | <u>Competency Statement</u> |
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| <u>Reads Grade Level Text</u> | <ul style="list-style-type: none">● With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10- DOK 1)● With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10- DOK 1)● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4- DOK 2)● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. (L.1.4)<ul style="list-style-type: none">○ Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)○ Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)○ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (L.1.4c)● With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.1.5- DOK 2)<ul style="list-style-type: none">○ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a)○ Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (L.1.5b)○ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). (L.1.5c) | Students will read grade level text with accuracy and comprehension. |



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| | <ul style="list-style-type: none"> ○ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (L.1.5d) | |
| <u>Asks and answers questions</u> | <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. (RL.1.1- DOK 1) ● Ask and answer questions about key details in a text. (RI.1.1- DOK 1) ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2- DOK 2) | Students will ask and answer questions about key details when reading a text to monitor comprehension. |
| <u>Identify the Main Topic and Retell Using Key Details</u> | <ul style="list-style-type: none"> ● Identify the main topic and retell key details of a text.(RI.1.2- DOK 1) ● Use the illustrations and details in a text to describe its key ideas. (RI.1.7- DOK 2) ● Identify the reasons an author gives to support points in a text.(RI.1.8) | Students will identify the main topic and retell key details with support from the text. |
| <u>Uses Story Elements to Retell a Text</u> | <ul style="list-style-type: none"> ● Retell stories, including key details, and demonstrate an understanding of the central message or lesson. (RL.1.2- DOK 1) ● Describe characters, settings, and major events in a story, using key details. (RL.1.3- DOK 1) ● Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7- DOK 2) | Students will retell a story using key details and illustrations to communicate the central message. |
| <u>Acknowledge point of view</u> | <ul style="list-style-type: none"> ● Identify who is telling the story at various points in a text (RL.1.6-DOK 2) | Students will identify who is telling the story at various points in a text. |
| <u>Use Text Features to Comprehend</u> | <ul style="list-style-type: none"> ● Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5-DOK 1) | Students will understand and explain the difference between fiction and |



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| | <ul style="list-style-type: none"> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5- DOK 1) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6- DOK 2) | nonfiction text, using knowledge of text features to support comprehension. |
| <u>Makes Connections Within and Between Texts</u> | <ul style="list-style-type: none"> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3- DOK 1) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9- DOK 2) Compare and contrast the adventures and experiences of characters in stories. (RI.1.9- DOK 2) | Students will make connections between and within texts. |
| <u>FOUNDATIONAL SKILLS</u> | | |
| <u>Reporting Topics</u> | <u>Grade Level Standards</u> | <u>Competency Statement</u> |
| <u>Demonstrates active word solving while reading</u> | <ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words.(RF.1.3- DOK 1) <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs.(RF.1.3a) Decode regularly spelled one-syllable words(RF.1.3b) . Know final -e and common vowel team conventions for representing long vowel sounds.(RF.1.3c) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.(RF.1.3d) Decode two-syllable words following basic patterns by breaking the words into syllables.(RF.1.3e) Read words with inflectional endings.(RF.1.3f) Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g) | Students will know and apply grade-level phonics and word analysis skills to accurately read words. |



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| <p><u>Phonological Awareness</u></p> | <ul style="list-style-type: none"> ● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2- DOK 1) <ul style="list-style-type: none"> ○ Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a) ○ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b) ○ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c) ○ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d) | <p>Students will demonstrate understanding of spoken words, syllables, and sounds.</p> |
| <p><u>Reads fluently and accurately</u></p> | <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. (RF.1.4- DOK 1) <ul style="list-style-type: none"> ○ Read on-level text with purpose and understanding. (RF.1.4a) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c) ● With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10- DOK 1) | <p>Students will read with sufficient accuracy and fluency to comprehend text.</p> |
| <p><u>WRITING</u></p> | | |
| <p><u>Reporting Topics</u></p> | <p><u>Grade Level Standards</u></p> | <p><u>Competency Statement</u></p> |
| <p><u>Opinion Writing</u></p> | <ul style="list-style-type: none"> ● 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. (W.1.1- DOK 2) | <p>Students will produce an opinion piece of writing that is supported with reasons.</p> |



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| | <ul style="list-style-type: none">• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8- DOK 1,2)• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5- DOK 2, 3) | |
| <u>Write to Inform/Explain</u> | <ul style="list-style-type: none">• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2- DOK 2)• 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). (W.1.7- DOK 2, 3)• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8- DOK 1, 2)• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5- DOK 2, 3) | Students will produce an informative or explanatory piece of writing as a result of research. |
| <u>Narrative Writing</u> | <ul style="list-style-type: none">• 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. (W.1.3- DOK 2, 3)• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8- DOK 1, 2)• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5- DOK 2, 3) | Students will produce a narrative piece of writing that has a beginning, middle and end. |
| <u>Writing Process</u> | <ul style="list-style-type: none">• 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. (W.1.5) (DOK 2,3)• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) (DOK 2) | With support, students will apply grade level conventions, add details, |



| | <ul style="list-style-type: none"> ● Demonstrate command of Print all upper- and lowercase letters (L.1.1a) ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.1.2) <ul style="list-style-type: none"> ○ Capitalize dates and names of people.(L.1.2a) ○ Use end punctuation for sentences(L.1.2b) ○ Use commas in dates and to separate single words in a series.(L.1.2c) ○ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.(L.1.2d) ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e) | <p>and digitally publish their writing.</p> |
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| <p><u>SPEAKING, LISTENING, & LANGUAGE</u></p> | | |
| <p><u>Reporting Topics</u></p> | <p><u>Grade Level Standards</u></p> | <p><u>Competency Statement</u></p> |
| <p><u>Collaborative Conversations</u></p> | <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 1 <i>topics and texts</i> with peers and adults in small and larger groups.(SL.1.1- DOK 1, 2) <ul style="list-style-type: none"> ○ 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).(SL.1.1a) ○ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.(SL.1.1b) ○ Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c) ● Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3) ● Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations) (SL.1.6) ● 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., <i>because</i>). (L.1.6- DOK 1) | <p>Students will participate in diverse conversations respectfully, using learned vocabulary, and asking questions when clarity is needed.</p> |
| <p><u>Presentation of Knowledge and Ideas</u></p> | <ul style="list-style-type: none"> ● Recite familiar stories, poems, nursery rhymes, and lines of a play. (SL.1.IA.3) | <p>Students will clearly communicate ideas and</p> |



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| | <ul style="list-style-type: none">● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4- DOK 1,2)● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(L.1.1- DOK 1)<ul style="list-style-type: none">○ Use common, proper, and possessive nouns.(L.1.1b)○ Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).(L.1.1c)○ Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).(L.1.1d)○ Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).(L.1.1e)○ Use frequently occurring adjectives.(L.1.1f)○ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).(L.1.1g)○ Use determiners (e.g., <i>articles, demonstratives</i>).(L.1.1h)○ Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).(L.1.1i)○ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)● Demonstrate understanding of the organization and basic features of print. (RF.1.1- DOK 1)<ul style="list-style-type: none">○ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1a) | <p>provide descriptive details both visually and orally while demonstrating command of English grammar.</p> |
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