

English Language Arts-First Grade			
Essential Skill Component	Standard	Sub Component	Quarterly Focus
<b>Reading</b>			<b>Quarter 1 Reading Focus:</b>
<b>Foundational Skills</b>			<b>Print Concepts:</b> Know the features of sentences (first word, capitalization, ending punctuation)
Knows and applies grade-level phonics and word analysis skills in decoding words	RF 1.2 RF1.3 RL1.10	RF 1.2a RF1.2b RF1.2c RF1.2d RF1.3g RL1.10	<b>Phonics:</b> Identify the differences between long and short vowel sounds in single syllable words, produce single syllable words by blending sounds (including consonant blends), isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words, segment single-syllable words into their complete sequence of individual sounds.
Reads grade level appropriate complex text accurately and fluently to support comprehension	RF 1.4 RF1.1	RF1.4a RF1.4b RF1.1a	<b>Word Recognition:</b> Focus on decoding regularly spelled one-syllable words. A focus will need to be placed on recognition of irregularly spelled words at a first grade reading level.
<b>Literature</b>			<b>Fluency:</b> Students will read grade level text with purpose and understanding, read orally with accuracy, appropriate rate, and expression on successive readings.
Asks and answers questions about key details in the text	RL.1.1		<b>Literature: Distinguish</b> between fiction and non-fiction texts. Students could sort previously read texts by the two types and/or tell the different features that make a text fiction or non-fiction. After being read to OR having read a story on their own, students will be able to retell a story to include key details. Students should be able to name the character(s), and setting of a story as well as define the problem and solution. Using the illustrations and words from the story, students should be able to provide details about the character(s), setting and events. To build comprehension, students should be able to answer teacher led questions about story read aloud or on texts students have read. With support, begin having students formulate questions about text to extend understanding.
Retells stories to include key details	RL 1.2		
Uses key details to compare and contrast different forms of text	RL1.5		
Describes story elements (characters, setting, problem, solution)	RL 1.3 RL1.7		
<b>Informational Text</b>			
<b>Writing</b>			<b>Quarter 1 Writing Focus:</b>
<b>Texts Types and Purposes</b>			<b>Conventions:</b> Students will be able to print all upper and lowercase letters during writing activities.
Writes to communicate ideas and information effectively	W 1.8		Introduction to the use of conjunctions (and, but, or, so, because) and determiners (demonstratives and articles) (i.e. demonstratives- this, that, these, those/ articles- a, an, the) during writing to assist in expanding student writing.  Forms of end punctuation (., ?, and !) will be reviewed/introduced for sentences.
Writes narrative pieces with a clear topic and supporting details	W1.3 L1.5	L1.5c	
<b>Production and Distribution</b>			<b>Spelling: Conventional</b> spelling for words with common spelling patterns and for frequently occurring irregular words will be a focus. This could include but is not limited to: spelling lists, word walls, familiar texts, etc.
<b>Research to Build and Present Knowledge</b>			Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>Language</b>			<b>Narratives:</b> With guidance and support, students will be able to recall personal experiences. This can occur during conversations, graphic organizers, etc. Students begin writing narratives telling about 1 event (working towards two events next quarter) with appropriate sequence. Work towards adding details to tell what happened and provide a sense of closure.
Uses grade level conventions of grammar, punctuation, and spelling	L1.1 L1.2	L1.1a L1.1g L1.1h L1.2b	
Acquires and uses grade level appropriate vocabulary	L1.5	L1.5a L1.5b L1.5c	
Applies correct spelling of grade level words in written work	L 1.2	L1.2 d L1.2e	
<b>Listening and Speaking</b>			<b>Quarter 1 Listening &amp; Speaking Focus:</b>
<b>Comprehension and Collaboration</b>			<b>Discussions:</b> Create an agreed upon set of rules for discussions (large and small group and possibly even for partners).
Participates in discussions with a group	SL1.1	SL1.1a	Students will work towards asking questions during discussions to clarify their understanding of the topic/text being discussed. To assist in this process, "questioning prompts" could be provided for students to select and utilize during the discussion.
Asks and answers questions about key details from text read aloud	SL1.1 SL1.2	SL1.1c	
<b>Presentation of Knowledge and Ideas</b>			During discussions, students will be working towards: describing people, places, things and events with relevant details, expressing their ideas and feelings clearly, using complete sentences when speaking, and adding drawings (when appropriate) to convey and clarify their ideas, thoughts, feelings.
Describes familiar people, places, things and events with relevant details	SL1.4		
Orally describes and expresses ideas and feelings clearly	SL1.5 SL1.6		