

English Language Arts-First Grade			
<i>Essential Skill Component</i>	<i>Standard</i>	<i>Sub Component</i>	<i>Quarterly Focus</i>
			<b>Quarter 2 Reading Focus:</b>
<b>Reading: Foundational Skills</b>			<b>Phonics:</b> Focus will be on common consonant digraphs (sh,ch,wh,th), the use of "final e" and common vowel team conventions to represent long vowel sounds.
Knows and applies grade-level phonics and word analysis skills in decoding words	RF 1.3 L1.4	RF1.3a, RF1.3c, RF1.3d, RF1.3f L1.4a L1.4c	<b>Syllables:</b> Introduce the concept of syllables (one and two syllable words) Students have the knowledge that each syllable has one vowel sound. Students will gain knowledge of words with inflectional endings. Work will need to be done to recognize the common inflectional endings, recognition of base words and the inflectional ending, creation of words with inflectional endings as well as breaking words into the base word and ending. Sorting words into categories by those with inflectional endings and those without.
Reads grade level appropriate complex text accurately and fluently to support comprehension	RI 1.2 RF1.4 RI 1.7	RF1.4c	<b>Literacy:</b> Students will begin to use strategies to monitor their own reading. These strategies will assist students in confirming or self-correcting while reading. This could be through highlighting unknown words, rereading, skipping unknown words and then returning to read, use context of the other words in the sentence, etc.
Uses key details to compare and contrast different forms of text	RL1.4 RL1.5 RL1.9		<b>Literature:</b> Using their knowledge of characters, students will compare and contrast adventures of characters. These could be the adventures of the same character across different texts or comparing the adventures of 2 characters in the same text. By using identifying words and phrases in stories, students will be able to demonstrate the feelings/senses of the characters in the text. (i.e. is the characters happy? how you know? what words clue you in to this feeling?) Students will move towards independence in identifying the story elements. Students will also build their abilities of: asking and answering questions about a text, and retelling stories with key details.
<b>Reading: Literature</b>			
Asks and answers questions about key details in text read or read aloud	RL.1.1 SL1.3		
Retells stories to include key details and describe story elements (characters, setting, problem, and solution)	RL 1.2 RL1.3 RL1.7		<b>Informational Text:</b> With prompting and support, students will begin to read informational texts appropriately complex for grade 1. Students will begin to ask and answer questions about informational texts read either in large group, small group or with a partner. The concept of main idea and key details will be a focus. The use of graphic organizers will be helpful to visually show these elements.
<b>Reading: Informational Text</b>			
Asks and answers questions about key details in the text	RI 1.1		
Identifies the main topic and retells key details of the text	RI 1.2 RI 1.4 RI 1.7		

			Quarter 2 Writing Focus:
<b>Writing</b>			
Writes to communicate ideas and information effectively	W 1.8		<b>Narrative Writing:</b> Students will begin to add events and details to their writing keeping the events properly sequenced. Begin to add temporal words to signal event order.
Writes (opinion, informative/explanatory, narrative) pieces with a clear topic and supporting details	W1.2 W1.3 W1.5		<b>Infomative Writing:</b> Students will write on a topic either provided or selected, supply facts and provide a sense of closure. Examples would be: after being read aloud an informational text, students will independently or with some support, write 3 facts about the topic and a concluding sentnece.
<b>Language</b>			
Uses and applies grade level conventions of grammar, punctuation and spelling	L 1.1 L1.2	L1.1b L1.1c L1.1e L1.1f L1.2a L1.2c	<b>Production/Distribution:</b> Students will participate in discussions with peers in either whole group or small groups to brainstorm/create a list of ideas/concepts to write about on a particular topic. With prompting and support from the TEACHER, students will participate in conversations about their writing. These conversations are meant to extend student writing to add details and take suggestions for improvement of their writing.
Uses and demonstrates knowledge of grade level appropriate vocabulary	L1.4 L1.5 L1.6 .		<b>GRAMMAR:</b> Students will gain knowledge of common, proper and possessive nouns as well as singular and plural nouns with matching verbs in basic sentences. Adjectives will be introduced and common adjectives used to add details to extend student wrting. Students will be flexibe past, present and future verbs in their writing.
			<b>Conventions:</b> Captilization of names of people and dates will be a focus.
			<b>Quarter 2 Listening &amp; Speaking Focus</b>
<b>Speaking and Listening</b>			
Participates in discussions with a group	SL1.1	SL1.1b	<b>Discussions:</b> During discussions (large,small, partner)students will work towards building on other's "talk" in conversations about topics and texts that are being discussed.
Orally describes and expresses ideas, events, and feelings clearly	SL1.4 SL1.5 SL1.6		Students will interact with a speaker by asking and answering questions in order to gather additional information or clarity something that is not understood. Work will be needed to assist students in ensuring they understand the differences between "asking a question" of the speaker and "telling a story" to the speaker.