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| **First Grade ELA Expectations** |
| **Reading: Develop and apply skills to the reading process** |
| **R.1.A** | **Comprehension**  | **Term:** |
| Develop and demonstrate reading skills in response to reading text and read-alouds by: |
| 1.R.1.A.a | predicting what will happen next using prior knowledge | 1 |
| 1.R.1.A.b | asking and responding to relevant questions | 1 |
| 1.R.1.A.c | seeking clarification and locating facts and details about stories and other texts | 6 |
| 1.R.1.A.d | retelling main ideas in sequence including key details | 2 |
| 1.R.1.A.e | recognizing beginning, middle, and end | 1 |
| 1.R.1.A.f | monitoring comprehension and making corrections and adjustments when that understanding breaks down | 2 |
| **R.1.B** | **Vocabulary**  | **Term:** |
| Develop an understanding of vocabulary by: |
| 1.R.1.B.a | use common affixes to figure out the meaning of a word | 1 |
| 1.R.1.B.b | identify common root words and their inflectional endings | 1 |
| 1.R.1.B.c | identifying words that name actions and words that name persons, places, or things | 2 |
| 1.R.1.B.d | recognizing that compound words are made up or shorter words | 1 |
| 1.R.1.B.e | Determine what words mean from how they are used in context of a sentence either heard or read | 1 |
| 1.R.1.B.f | sorting words into conceptual categories | 1 |
| 1.R.1.B.g | distinguishing shade of meaning among verbs and adjectives | 4 |
| 1.R.1.B.h | locating words in a dictionary | 3 |
| 1.R.1.B.i | use words and phrases acquired through conversations, reading and being read to, and responding to texts | 5 |
| **R.1.C** | **Making Connections**  | **Term:** |
| 1.R.1.C.a | Determine connection between: text to text (text ideas, including similarities and differences in fiction and nonfiction) | 4 |
| **R.1.D** | **Independent Text**  | **Term:** |
| Read independently for multiple purposes over sustained periods of time by: |
| 1.R.1.D.a | engaging with and reading text that is developmentally appropriate | 1 |
| 1.R.1.D.b | producing evidence of reading | 4 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times** |
| **R.2.A** | **Fiction** | **Term:** |
| Read, infer, analyze, and draw conclusions to: |
| 1.R.2.A.a | describe characters, setting, problem, solution and events in logical sequences | **7** |
| 1.R.2.A.b | describe the main idea of a story | **2** |
| 1.R.2.A.c | describe sensory details | **3** |
| 1.R.2.A.d | explain recurring phrases and why they are used | **3** |
| 1.R.2.A.e | explain the actions of the main character and the reason for those act ions | **4** |
| 1.R.2.A.f | identify who is telling the story | **2** |
| 1.R.2.A.g | compare and contrast adventures and experiences of characters in stories | **4** |
| **R.2.B** | **Poetry** | **Term:** |
| 1.R.2.B.a | Read, infer, and draw conclusions to use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds | **6** |
| **R.2.C** | **Drama** | **Term:** |
| Read, infer, and draw conclusions to: |
| 1.R.2.C.a | a. identify characters and dialogue in plays or performances by actors | **7** |
| 1.R.2.C.b | b. recognize sensory details in literary texts | **7** |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times**. |
| **R.3.A** | **Text Features** | **Term:** |
| Read, infer, and draw conclusions to: |
| 1.R.3.A.a | use text features to restate the main idea | **2** |
| 1.R.3.A.b | explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed by words | **1** |
| 1.R.3.A.c | use text features to locate specific information in text | **3** |
| 1.R.3.A.d | follow written multi-step directions with picture cues to assist with understanding | **1** |
| **R.3.B** | **Literacy Techniques** | **Term:** |
| Read, infer, and draw conclusions to: |
| 1.R.3.B.a | distinguish between fiction and nonfiction | **2** |
| 1.R.3.B.b | identify examples of sensory details | **1** |
| **R.3.C** | **Text Structures** | **Term:** |
| Read, infer, and draw conclusions to: |
| 1.R.3.C.a | ask and answer questions to clarify meaning | **1** |
| 1.R.3.C.b | identify main ideas and provide supporting details | **1** |
| 1.R.3.C.c | describe the connection between two individuals, events, ideas, or pieces of information in a text | **4** |
| 1.R.3.C.d | identify the reasons an author gives to support points in a text | **4** |
| 1.R.3.C.e | identify similarities and differences between texts on the same topic | **6** |
| **Reading: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning** |
| **R.4.A** | **Digital and Media Literacy**  | **Term:** |
| With assistance, develop an awareness of media literacy by: |
| 1.R.4.A.a | distinguishing purposes of media | **2** |
| 1.R.4.A.b | explaining techniques used in media | **2** |
| **Reading Foundation: Understand how English is written and read** |
| **RF.1.A** | **Print Awareness**  | **Term:** |
| Develop print awareness in the reading process by: |
| 1.RF.1.A.a | recognizing that sentences are comprised of words separated by spaces | **1** |
| 1.RF.1.A.b | recognizing the distinguishing features of a sentence | **1** |
| **RF.2.A** | **Phonemic Awareness** | **Term** |
| Develop phonemic awareness in the reading process by: |
| 1.RF.2.A.a | producing and identifying sounds and syllables in spoken words | **1** |
| 1.RF.2.A.b | distinguishing between long and short vowel sounds | **1** |
| 1.RF.2.A.c | recognizing the change in a spoken word when a specific phoneme is added, changed, or removed | **3** |
| 1.RF.2.A.d | blending spoken phonemes to form one- or two-syllable words including consonant blends | **2** |
| 1.RF.2.A.e | segmenting spoken words of three to five phonemes into individual phonemes | **2** |
| **RF.3.A** | **Phonics** | **Term** |
| Develop phonics in the reading process by: |
| 1.RF.3.A.a | decoding words in context by using letter-sound knowledge for single letters | **2** |
| 1.RF.3.A.b | identifying letters for the spelling of short and long vowels | **1** |
| 1.RF.3.A.c | producing consonant blends | **1** |
| 1.RF.3.A.d | producing consonant digraphs | **1** |
| 1.RF.3.A.e | combining sounds from letters and common spelling patterns to create and decode recognizable words | **1** |
| 1.RF.3.A.f | using syllabication patterns to decode words | **1** |
| 1.RF.3.A.g | read irregularly spelled words | **2** |
| 1.RF.3.A.h | reading root words with inflectional endings | **4** |
| 1.RF.3.A.i | reading contractions and compound words | **3** |
| 1.RF.3.A.j | reading high-frequency words | **1** |
| 1.RF.3.A.k | demonstrating decoding skills when reading | **5** |
| **RF.4.A** | **Fluency** | **Term** |
| 1.RF.4.A.a | Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension by: use context to confirm or self-correct word recognition and understanding, rereading as necessary | **4** |
| **Writing: Apply a writing process to develop a text for audience and purpose.** |
| **W.1.A** | **Prewriting**  | **Term** |
| 1.W.1.A.a | Follow a writing process to plan a first draft by: brainstorming and recording key ideas | **1** |
| **W.1.B** | **Draft**  | **Term** |
| 1.W.1.B.a | sequencing ideas into sentences and staying on topic throughout the text | **2** |
| 1.W.1.B.b | generating evidence of a simple opening and simple closing | **2** |
| **W.1.C** | **Revise/Edit**  | **Term** |
| Reread, revise, and edit drafts with assistance from adults/peers to: |
| 1.W.1.C.a | respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing | **3** |
| 1.W.1.C.b | edit by leaving spaces between words in sentences | **2** |
| 1.W.1.C.c | edit for language conventions | **3** |
| **W.1.D** | **Produce/Publish and Share Writing**  | **Term** |
| 1.W.1.D.a | With assistance from adults/peers: use a variety of conventional/digital tools to produce and publish writing | **4** |
| **Writing: Compose well-developed writing texts for audience and purpose** |
| **W.2.A** | **Opinion/Argumentative** | **Term** |
| Write opinion texts that: |
| 1.W.2.A.a |  introduce a topic or text being studied | **5** |
| 1.W.2.A.b | state an opinion about the topic or text and provide a reason for the opinion | **5** |
| 1.W.2.A.c | use some specific words that are related to the topic | **5** |
| 1.W.2.A.d | follow a sense of order in writing | **5** |
| 1.W.2.A.e | provide some sense of closure | **5** |
| **W.2.B** | **Informative/Explanatory** | **Term** |
| Write informative/ explanatory texts that: |
| 1.W.2.B.a | introduce a topic or text being studied and supply facts | **6** |
| 1.W.2.B.b | use some specific words that are related to the topic | **6** |
| 1.W.2.B.c | follow a sense of order in writing | **6** |
| 1.W.2.B.d | create some sense of closure | **6** |
| **W.2.C** | **Narrative/Literacy**  | **Term** |
| Write fiction or non-fiction narratives and poems that: |
| 1.W.2.C.a | narrate a story or experience | **7** |
| 1.W.2.C.b | use details to describe the story or experience | **7** |
| 1.W.2.C.c | place events in the order they occurred | **7** |
| 1.W.2.C.d | use linking words to indicate beginning/middle/ end | **7** |
| 1.W.2.C.e | use words that are related to the topic | **7** |
| 1.W.2.C.f | provide a reaction to what happened in the events | **7** |
| **Writing: Gather, analyze, evaluate, and use information from a variety of sources** |
| **W.3.A** | **Research Process** | **Term** |
| With assistance, apply research process to: |
| 1.W.3.A.a | generate a list of open-ended questions about topics of interest | **8** |
| 1.W.3.A.b | decide what sources of information might be relevant to answer these questions | **8** |
| 1.W.3.A.c | gather personal and natural evidence from available sources as well as from interviews with local experts | **8** |
| 1.W.3.A.d | organize information found during group or individual research, using graphic organizers or other aids | **8** |
| 1.W.3.A.e | make informal presentations of information gathered | **8** |
| 1.W.3.A.f | self-evaluate using previously established teacher/student criteria | **8** |
| **Language: Communicate using conventions of English language** |
| **L.1.A** | **Grammar**  | **Term** |
| In speech and written form, apply standard English grammar to: |
| 1.L.1.A.a | use nouns and action verbs that designate past, present, and future in sentences | **4** |
| 1.L.1.A.b | use adjectives/adverbs in sentences | **6** |
| 1.L.1.A.c | use the conjunctions *and*, *but*, and *so* in sentences | **2** |
| 1.L.1.A.d | use the articles *a*, *an*, and *the* in sentences | **3** |
| 1.L.1.A.e | use common prepositions | **4** |
| 1.L.1.A.f | use common pronouns | **6** |
| 1.L.1.A.g | produce complete simple and compound sentences | **7** |
| **L.1.B** | **Punctuation, Capitalization, Spelling** | **Term** |
| In written text: |
| 1.L.1.B.a | print legibly, using correct spacing between words and sentences | **1** |
| 1.L.1.B.b | use ending punctuation | **1** |
| 1.L.1.B.c | capitalize the first letter of others’ first and last names | **1** |
| 1.L.1.B.d | use commas to separate single words in a series | **2** |
| 1.L.1.B.e | spell words using regular spelling patterns | **1** |
| 1.L.1.B.f | spell words phonetically using phonemic awareness and spelling knowledge | **1** |
| 1.L.1.B.g | arrange appropriate words in alphabetical order to the first letter | **3** |
| **Speaking/Listening: Listen for a purpose** |
| **SL.1.A** | **Purpose** | **Term** |
| Develop and apply effective listening skills and strategies in formal and informal settings by: |
| 1.SL.1.A.a | following classroom listening rules | **1** |
| 1.SL.1.A.b | build on others’ talk in conversations by responding to the comments of others | **1** |
| 1.SL.1.A.c | following two-step instructions, according to classroom expectations | **1** |
| **Speaking/Listening: Listen for a entertainment**  |
| **SL.2.A** | **Entertainment**  | **Term** |
| 1.SL.2.A.a | Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations | **2** |
| **SL.3.A** | **Collaborative Discussions**  | **Term** |
| Speak clearly and to the point, using conventions of language when presenting individually or with a group by: |
| 1.SL.3.A.a | taking turns speaking, according to classroom expectations | **1** |
| 1.SL.3.A.b | build on others’ talk in conversations by responding to comments of others | **1** |
| 1.SL.3.A.c | confirming comprehension of read-alouds and other media by retelling and asking appropriate questions | **1** |
| **Speaking/Listening: Speak effectively when presenting**  |
| **SL.4.A** | **Presenting**  | **Term** |
| Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: |
| 1.SL.4.A.a | explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding | **4** |
| 1.SL.4.A.b | reciting poetry with a group or individually | **4** |
| 1.SL.4.A.c | using complete sentences, adjusting volume, as needed | **4** |