

**CPSD ELA: Grade 1 Curriculum**

Word Study: <ul style="list-style-type: none"> <li>● Phonological Awareness</li> <li>● Phonics</li> </ul>	Writing and Language/Grammar	Reading Workshop: <ul style="list-style-type: none"> <li>● Shared Reading/Mini Lesson</li> <li>● Small Group Instruction</li> </ul>	Read Aloud (with explicit vocabulary instruction)
RF.1.2 RF.1.2.A RF.1.2.B RF.1.2.C RF.1.2.D RF.1.2.E RF.1.2.F RF.1.2.G RF.1.3 RF.1.3.A RF.1.3.B RF.1.3.C RF.1.3.D RF.1.3.E RF.1.3.F RF.1.3.G	RF.1.1 RF.1.1A  RF.1.3  W.1.1 W.1.2 W.1.2.C W.1.3 W.1.5 W.1.6 W.1.7 W.1.8 W.1.10  SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6  L.1.1 L.1.2	RL.1.1, RI.1.1 RL.1.2, RI.1.2 RL.1.3, RI.1.3 RL.1.4, RI.1.4 RL.1.5, RI.1.5 RL.1.6, RI.1.6 RL.1.7, RI.1.7 RI.1.8 RL.1.9, RI.1.9 RL.1.10, RI.1.10  RF.1.1 RF.1.1A  RF.1.3 (A-G) RF.1.4 (A-B)  SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	RL.1.1, RI.1.1 RL.1.2, RI.1.2 RL.1.3, RI.1.3 RL.1.4, RI.1.4 RL.1.5, RI.1.5 RL.1.6, RI.1.6 RL.1.7, RI.1.7 RI.1.8 RL.1.9, RI.1.9  SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6  L.1.4 L.1.5 L.1.6

## First Grade Standards for ELA

### Reading Standards for Literature and Informational Texts

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 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.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key details.
- RI.1.8 Identify the reason an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic
- RI.1.10 With prompting and support, read informational texts appropriately complex for Grade 1.

### Reading Standards for Foundational Skills

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2.A Distinguish long from short vowels in spoken one-syllable words.
- RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2.C Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
- RF.1.2.D Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.2.E Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).
- RF.1.2.F Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
- RF.1.2.G Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3.A Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)
- RF.1.3.B Know the letter-sound correspondences: silent e (e.g., a-e, e-e, i-e, o-e, u-e), vowel teams, and vowel digraph (e.g., ee, oo, ai, ay, ea).
- RF.1.3.C Recognize and read *grade-appropriate* irregularly spelled words.

- RF.1.3.D Read words with inflectional endings.
- RF.1.3.E Decode regularly spelled one-syllable words that follow syllable types: closed syllable, open syllable, vowel-consonant-e, vowel teams, Consonant-le, r-controlled vowel.
- RF.1.3.F Decode two-syllable words following basic patterns by breaking the words into syllables: compound words (e.g., cup/cake, cow/boy), consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle), VC/CV (e.g., nap/kin, hap/py, stam/pede), and V/CV (e.g., bo/nus).
- RF.1.4 Read grade-level text with sufficient *accuracy* and *fluency* to support comprehension.
- RF.1.4.A Read grade-level texts with purpose and understanding.
- RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing Standards

- W.1.1 Write opinion pieces: introduce the topic or name of book, state an opinion, supply a reason for the opinion, and provide closure.
- W.1.2 Write informative/explanatory texts: name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives: recount two or more sequenced events, include some details, use temporal words to signal event order, and provide closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.
- W.1.7 Participate in shared research and writing projects.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.10 Write routinely over short time frames for a range of discipline specific tasks, purposes, and audiences.

#### Speaking and Listening Standards

- SL.1.1 Participate in collaborative conversations/discussions with diverse partners/groups about Grade 1 topics/texts with peers and adults.
- SL.1.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation.

#### Language Standards

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 1 when writing or speaking.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words/phrases based on reading/content, choosing from various strategies.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

## CPSD Learning Indicators for Grade 1

### Reading of Literature and Informational Texts

- I can answer questions about what I read.
- I can ask questions about what I read.
- I can retell a story.
- I can describe the characters, settings, and events in a story (using the text and illustrations).
- I can compare the experiences of characters in stories.
- I can explain the central message or lesson of a story.
- I can explain the difference between fiction and nonfiction.
- I can identify who is telling a story.
- I can name the main topic of a text.
- I can use text features to locate information. (headings, tables of contents, glossaries, electronic menus, icons)
- I can gather information from text and pictures.
- I can tell how texts are alike and different.

### Foundational Skills

- I can tell if a vowel sound in a spoken word is long or short. (Grade 1 is limited to spoken one-syllable words)
- I can blend sounds (phonemes) to make a word. (Grade 1 is limited to one-syllable words, but make sure to include blends.)
- I can say the initial (beginning) sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the medial vowel sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the final sound in a word. (Grade 1 is limited to one-syllable words.)
- I can add a sound (phoneme) to a word to make a new word.
- I can substitute a sound (phoneme) in a word to make a new word.
- I can take away (delete) a sound. (including initial and final sounds)
- I can take away (delete) a syllable from a word.
- I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
- I can read some words by sight. (refer to those in Level 1 Connections manual)

### Writing, Language, and Speaking/Listening

- I can identify the subject and predicate of a sentence.
- I can decide whether a sentence shows action or shows no action.
- I can identify what pattern a sentence follows. (S + AV; S + LV + \_\_)
- I can use sentence patterns to write simple sentences correctly.
- I can use identify and use action verbs and linking verbs correctly when I speak and write.
- I can explain the difference in singular and plural nouns.
- I can spell plural nouns correctly.
- I can make sure subjects and verbs match when I speak and write.
- I can explain the difference between common and proper nouns.
- I can identify and use common and proper nouns.
- I can capitalize proper nouns. (including proper names of people, places, months, days of the week, and holidays)

- I can use the correct punctuation at the end of a sentence. (. ! ?)
- I can identify and use pronouns correctly when I speak and write.
- I can use a comma when I write the date.
- I can write to share my opinion.
- I can write to share information.
- I can write to share a story.
- I can work with others to make my writing better.
- I can use technology to help me when writing.
- I can learn and use new words.
- I can participate in a conversation with others.

<b>ELA</b>	Reading Focus: Literary	Writing Focus: Sentences	<b>Grade Level</b>	1	<b>Dates</b>	Quarter 1
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### Learning Indicators for Quarter 1

#### **Learning Indicators for Reading Literary Texts (Stories, poems, etc.)**

- I can answer questions about what I read.
- I can ask questions about what I read.
- I can retell a story.
- I can describe the characters, settings, and events in a story (using the text and illustrations).
- I can explain the central message or lesson of a story.
- I can explain the difference between fiction and nonfiction.
- I can identify who is telling a story.

#### **Learning Indicators for Foundational skills**

- I can tell if a vowel sound in a spoken word is long or short. (Grade 1 is limited to spoken one-syllable words)
- I can blend sounds (phonemes) to make a word. (Grade 1 is limited to one-syllable words, but make sure to include blends.)
- I can say the initial (beginning) sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the medial vowel sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the final sound in a word. (Grade 1 is limited to one-syllable words.)
- I can add a sound (phoneme) to a word to make a new word.
- I can substitute a sound (phoneme) in a word to make a new word. - Move to later?
- I can take away (delete) a sound. (including initial and final sounds)
- I can take away (delete) a syllable from a word.
- I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
- I can read some words by sight. (refer to those in Level 1 Connections manual)

#### **Learning Indicators for Writing, Language, Speaking, and Listening**

- I can identify the subject and predicate of a sentence.
- I can decide whether a sentence shows action or shows no action.
- I can identify what pattern a sentence follows. (S + AV; S + LV + \_\_)
- I can use sentence patterns to write simple sentences correctly.
- I can use identify and use action verbs and linking verbs correctly when I speak and write.
- I can work with others to make my writing better.
- I can write for different purposes and audiences.
- I can participate in a conversation with others.
- I can ask and answer questions.
- I can learn and use new words.

<b>ELA</b>	Reading Focus: Informational	Writing Focus: Informational	<b>Grade Level</b>	1	<b>Dates</b>	Quarter 2
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## Learning Indicators

### **Learning Indicators for Reading Informational Texts (informational, explanatory, etc.)**

- I can answer questions about what I read.
- I can ask questions about what I read.
- I can explain the difference between fiction and nonfiction.
- I can name the main topic of a text.
- I can use text features to locate information. (headings, tables of contents, glossaries, electronic menus, icons)
- I can gather information from text and pictures.

### **Learning Indicators for Foundational Skills**

- I can tell if a vowel sound in a spoken word is long or short. (Grade 1 is limited to spoken one-syllable words)
- I can blend sounds (phonemes) to make a word. (Grade 1 is limited to one-syllable words, but make sure to include blends.)
- I can say the initial (beginning) sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the medial vowel sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the final sound in a word. (Grade 1 is limited to one-syllable words.)
- I can add a sound (phoneme) to a word to make a new word.
- I can substitute a sound (phoneme) in a word to make a new word.
- I can take away (delete) a sound. (including initial and final sounds)
- I can take away (delete) a syllable from a word.
- I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
- I can read some words by sight. (refer to those in Level 1 Connections manual)

### **Learning Indicators for Writing, Language, and Speaking/Listening**

- I can identify the subject and predicate of a sentence. (Reinforce)
- I can decide whether a sentence shows action or shows no action. (Reinforce)
- I can identify what pattern a sentence follows. (S + AV; S + LV + \_\_) (Reinforce)
- I can use sentence patterns to write simple sentences correctly. (Reinforce)
- I can use identify and use action verbs and linking verbs correctly when I speak and write. (Reinforce)
- I can explain the difference in singular and plural nouns.
- I can spell plural nouns correctly.
- I can make sure subjects and verbs match when I speak and write.
- I can write to share information.
- I can work with others to make my writing better.
- I can write for different purposes and audiences.
- I can participate in a conversation with others.
- I can ask and answer questions.
- I can learn and use new words.

<b>ELA</b>	Reading Focus: Informational and Literary	Writing Focus: Opinion	<b>Grade Level</b>	1	<b>Dates</b>	Quarter 3
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**Learning Indicators**

**Learning Indicators for Reading Informational and Literary Texts (revisit all types of text)**

- I can answer questions about what I read.
- I can ask questions about what I read.
- I can retell a story.
- I can describe the characters, settings, and events in a story (using the text and illustrations).
- I can compare the experiences of characters in stories.
- I can explain the central message or lesson of a story.
- I can explain the difference between fiction and nonfiction.
- I can identify who is telling a story.
- I can name the main topic of a text.
- I can use text features to locate information. (headings, tables of contents, glossaries, electronic menus, icons)
- I can gather information from text and pictures.
- I can tell how texts are alike and different.

**Learning Indicators for Foundational Skills**

- I can tell if a vowel sound in a spoken word is long or short. (Grade 1 is limited to spoken one-syllable words)
- I can blend sounds (phonemes) to make a word. (Grade 1 is limited to one-syllable words, but make sure to include blends.)
- I can say the initial (beginning) sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the medial vowel sound in a word. (Grade 1 is limited to one-syllable words.)
- I can say the final sound in a word. (Grade 1 is limited to one-syllable words.)
- I can add a sound (phoneme) to a word to make a new word.
- I can substitute a sound (phoneme) in a word to make a new word.
- I can take away (delete) a sound. (including initial and final sounds)
- I can take away (delete) a syllable from a word.
- I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
- I can read some words by sight. (refer to those in Level 1 Connections manual)

**Learning Indicators for Writing, Language, and Speaking/Listening**

- I can identify the subject and predicate of a sentence. (Reinforce)
- I can decide whether a sentence shows action or shows no action. (Reinforce)
- I can identify what pattern a sentence follows. (S + AV; S + LV + \_\_) (Reinforce)
- I can use sentence patterns to write simple sentences correctly. (Reinforce)
- I can use identify and use action verbs and linking verbs correctly when I speak and write. (Reinforce)
- I can explain the difference in singular and plural nouns. (Reinforce)
- I can spell plural nouns correctly. (Reinforce)
- I can make sure subjects and verbs match when I speak and write. (Reinforce)



- I can explain the difference between common and proper nouns.
- I can identify and use common and proper nouns.
- I can capitalize proper nouns. (including proper names of people, places, months, days of the week, and holidays)
- I can write to share my opinion.
- I can work with others to make my writing better.
- I can write for different purposes and audiences.
- I can participate in a conversation with others.
- I can ask and answer questions.
- I can learn and use new words.

<b>ELA</b>	Reading Focus: Informational and Literary	Writing Focus: Narrative	<b>Grade Level</b>	1	<b>Dates</b>	Quarter 4
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**Learning Indicators**

- Learning Indicators for Reading Informational and Literary Texts (revisit all types of text)**
- I can answer questions about what I read.
  - I can ask questions about what I read.
  - I can retell a story.
  - I can describe the characters, settings, and events in a story (using the text and illustrations).
  - I can compare the experiences of characters in stories.
  - I can explain the central message or lesson of a story.
  - I can explain the difference between fiction and nonfiction.
  - I can identify who is telling a story.
  - I can name the main topic of a text.
  - I can use text features to locate information. (headings, tables of contents, glossaries, electronic menus, icons)
  - I can gather information from text and pictures.
  - I can tell how texts are alike and different.
- Foundational Skills**
- I can tell if a vowel sound in a spoken word is long or short. (Grade 1 is limited to spoken one-syllable words)
  - I can blend sounds (phonemes) to make a word. (Grade 1 is limited to one-syllable words, but make sure to include blends.)
  - I can say the initial (beginning) sound in a word. (Grade 1 is limited to one-syllable words.)
  - I can say the medial vowel sound in a word. (Grade 1 is limited to one-syllable words.)
  - I can say the final sound in a word. (Grade 1 is limited to one-syllable words.)
  - I can add a sound (phoneme) to a word to make a new word.
  - I can substitute a sound (phoneme) in a word to make a new word.
  - I can take away (delete) a sound. (including initial and final sounds)
  - I can take away (delete) a syllable from a word.
  - I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
  - I can read some words by sight. (refer to those in Level 1 Connections manual)
- Writing, Language, and Speaking/Listening**
- I can identify the subject and predicate of a sentence. (Reinforce)
  - I can decide whether a sentence shows action or shows no action. (Reinforce)
  - I can identify what pattern a sentence follows. (S + AV; S + LV + \_\_) (Reinforce)
  - I can use sentence patterns to write simple sentences correctly. (Reinforce)
  - I can use identify and use action verbs and linking verbs correctly when I speak and write. (Reinforce)
  - I can explain the difference in singular and plural nouns. (Reinforce)
  - I can spell plural nouns correctly. (Reinforce)
  - I can make sure subjects and verbs match when I speak and write. (Reinforce)
  - I can explain the difference between common and proper nouns. (Reinforce)

- I can identify and use common and proper nouns.(Reinforce)
- I can capitalize proper nouns. (including proper names of people, places, months, days of the week, and holidays)(Reinforce)
- I can use the correct punctuation at the end of a sentence. (. ! ?)
- I can identify and use pronouns correctly when I speak and write.
- I can use a comma when I write the date.
- I can write to share a story.
- I can work with others to make my writing better.
- I can use technology to help me when writing.
- I can write for different purposes and audiences.
- I can participate in a conversation with others.
- I can learn and use new words when I speak and write.