### Learning Targets

#### Phonemic Awareness
1. **R.1.A.** Produce and identify sounds in spoken words. (CCSS RF.1.2.b)
2. **R.1.B.** Produce and identify syllables in spoken words. (CCSS RF.1.2.b)
3. **R.1.D.** Recognize letters and letter sounds. (CCSS RF.1.2.a)
4. **R.1.E.** Blend spoken words to form one- or two-syllable words. (CCSS RF.1.2.a)

#### Phonics
1. **R.1.A.** Decode words in context by using letter-sound knowledge for single letters. (CCSS RF.1.3.b)
2. **R.1.B.** Identify letters for the spelling of short and long vowels. (CCSS RF.1.3.b)
3. **R.1.C.** Produce consonant blends. (CCSS RF.1.3.c)
4. **R.1.D.** Produce consonant digraphs. (CCSS RF.1.3.a)
5. **R.1.E.** Combine sounds from letters and common spelling patterns to create and decode recognizable words. (CCSS RF.1.3.e)

#### Fluency
1. **R.2.A.** Read grade level text orally with accuracy at an appropriate rate recognizing punctuation. (CCSS RF.1.4.a RF.1.4b)
2. **R.2.B.** Use words and phrases from context including key details. (CCSS L.1.1.d)
3. **R.2.C.** Justify what is considered important. (CCSS L.1.1.c)
4. **R.2.D.** Use words that show relationships between ideas. (CCSS L.1.1.b)

#### Vocabulary
1. **R.3.A.** Use common affixes to figure out the meaning of a word. (CCSS L.1.4.a)
2. **R.3.B.** Define compound words and their parts. (CCSS L.1.4.b)
3. **R.3.C.** Recognize and describe sensory details. (CCSS L.1.4.c)

## Essential Standards

### 1. R.1.
The student will apply the structure of the workshop model.

### 1. R.2.
The student will demonstrate and apply phonemic awareness.

### 1. R.3.
The student will develop and apply phonics and decoding strategies when reading.

### 1. R.4.
The student will read with sufficient fluency and accuracy to support comprehension.

### 1. R.5.
The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.

### 1. R.6.
The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.

### 1. R.7.
The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.

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**English Language Arts – 1st Grade**

**2018-19**

**MLS/English Language Arts**

May 2018
1_R_6_K: Explain the actions of the main character and the reason for those actions. (CCSS RL.1.6)

1_R_6_L: Compare and contrast adventures and experiences of characters in stories. (CCSS RL.1.9 RL.1.7)

Poetry
Read, infer, and draw conclusions to:
1_R_6_M: Use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds. (CCSS RL.1.4 RL.2.4)

Drama
Read, infer, and draw conclusions to:
1_R_6_N: Identify characters and dialogue in plays or performances by actors. (CCSS RL.1.7)

Text Structures
Read, infer, and draw conclusions to:
1_R_7_J: Distinguish between fiction and nonfiction. (CCSS RL.1.5)

1_R_7_K: Identify examples of sensory details. (CCSS RL.1.4 RL.1.9)

Digital and Media Literacy
Read to develop an understanding of media and its components by:
1_R_7_O: Distinguish purposes of media (CCSS RL.1.4 A.a)

1_R_7_P: Explain techniques used in media (CCSS RL.1.4 A.b)
English Language Arts – 1st Grade
2018-19

Essential Standards

1_W_1: The student will apply the structure of the workshop model.

1_W_2: The student will produce various forms and types of writing following a writing process to convey a message.

1_W_3: The student will apply the conventions of Standard English grammar and usage in writing.

RM_1: The student will plan for research, gather and use relevant information from a variety of sources.

1_SL_1: The student will speak and listen effectively in multiple contexts.

Learning Targets

1_W_1_A: Explain and demonstrate the work of a writer.

1_W_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.

1_W_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.

1_W_1_D: Understand and demonstrate the procedures and routines during Writer’s Workshop.

1_W_1_E: Identify the ways that writers get their ideas.

1_W_2: Use a writer’s notebook (i.e. folder, binder, composition notebook)

1_W_2_A: Follow a writing process with guidance and support from adults to generate a draft, respond to questions and suggestions from peers, reread and organize writing, revise and edit writing, and publish and/or share writing. (W.1.A W.1.B W.1.D W.1.C) (CCSS W.1.5-6)

Opinion/Argumentative
1_W_2_B: Write opinion texts that:

- Introduce a topic or text being studied. (1.W.2.A.a) (CCSS W.1.1)
- State an opinion about the topic or text and provide a reason for the opinion. (1.W.2.A.b) (CCSS W.1.1)
- Use specific words that are related to the topic. (1.W.2.A.c)
- Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)

Parts of Speech
1_W_2_C: Identify and use nouns. (K.L.1.A.a, 1.L.1.A.a)

1_W_2_D: Identify and use adjectives to improve writing. (1.L.1.A.B, 2.L.1.A.G)

Sentences
1_W_2_E: Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)

1_W_2_F: Identify and use adjectives to improve writing. (1.L.1.A.B, 2.L.1.A.G)

Capitalization
1_W_2_G: Introduce first word in a sentence. (K.L.1.B.d)

1_W_2_H: Capitalize the pronoun I. (K.L.1.B.e)

1_W_2_I: Capitalize weeks, days, months and holidays. (2.L.1.C.d)

1_W_2_J: Capitalize proper nouns. (1.L.1.B.c)

Punctuation
1_W_2_K: Using punctuation marks. (1.L.1.B.b)

1_W_2_L: Using proper capitalization and punctuation. (1.L.1.B.b)

1_W_2_M: Using correct capitalization and punctuation. (1.L.1.B.b)

1_W_2_N: Using correct capitalization in writing. (1.L.1.B.b)

Handwriting
1_W_2_O: Writing legibly. (1.L.1.B.a)

1_W_2_P: Using correct capitalization in writing. (1.L.1.B.b)

Spelling & Usage
1_W_2_Q: Spell words phonetically using phonemic awareness and spelling knowledge. (1.L.1.B.f)

1_W_2_R: Spell words using regular spelling patterns. (1.L.1.B.f)

Parts of Speech
1_W_2_S: Identify and use nouns. (K.L.1.A.a, 1.L.1.A.a)

1_W_2_T: Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)

1_W_2_U: Identify and use adjectives to improve writing. (1.L.1.A.B, 2.L.1.A.G)

Sentences
1_W_2_V: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.F)

1_W_2_W: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.F)

1_W_2_X: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.F)

1_W_3: Write legibly. (1.L.1.B.a)

Use appropriate spacing when writing. (1.L.1.B.a)

Writing
1_W_3_A: Follow a writing process with guidance and support from adults to generate a draft, respond to questions and suggestions from peers, reread and organize writing, revise and edit writing, and publish and/or share writing. (W.1.A W.1.B W.1.D W.1.C) (CCSS W.1.5-6)

1_W_3_B: State an opinion about the topic or text and provide a reason for the opinion. (1.W.2.A.b) (CCSS W.1.1)

1_W_3_C: Use specific words that are related to the topic. (1.W.2.A.c)

1_W_3_D: Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)

1_W_3_E: Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)

1_W_3_F: Use linking words to indicate beginning/middle/end. (1.W.2.C.d) (CCSS W.1.3)

1_W_3_G: Use words that are related to the topic. (1.W.2.C.e)

1_W_3_H: Provide a reaction to what happened in the events. (1.W.2.C.e)

1_W_3_I: Use words that are related to the topic. (1.W.2.C.e)

1_W_3_J: Use linking words to indicate beginning/middle/end. (1.W.2.C.d) (CCSS W.1.3)

1_W_3_K: Use words that are related to the topic. (1.W.2.C.e)

1_W_3_L: Provide a reaction to what happened in the events. (1.W.2.C.e)

1_W_3_M: Identify own strengths and set goals for improvement. (1.W.3.A.f)

Handwriting
1_W_3_N: Writing legibly. (1.L.1.B.a)

1_W_3_O: Use appropriate spacing when writing. (1.L.1.B.a)

Spelling & Usage
1_W_3_P: Spelling words phonetically using phonemic awareness and spelling knowledge. (1.L.1.B.f)

1_W_3_Q: Use specific words that are related to the topic. (1.W.2.A.c)

Parts of Speech
1_W_3_R: Identify and use verbs. (K.L.1.A.a, 1.L.1.A.a)

Sentences
1_W_3_S: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.F)

1_W_3_T: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.F)

1_W_3_U: Produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.F)

Capitalization
1_W_3_V: Capitalize first word in a sentence. (K.L.1.B.d)

1_W_3_W: Capitalize the pronoun I. (K.L.1.B.e)

1_W_3_X: Capitalize weeks, days, months and holidays. (2.L.1.C.d)

1_W_3_Y: Capitalize proper nouns. (1.L.1.B.c)

Punctuation
1_W_3_Z: Use ending punctuation. (1.L.1.B.b)

1_W_3_A: Follow a modeled inquiry process. (W.3.A)

Using Schema
RM_1_B: Connect ideas to own interests, sharing what is known about the general topic to elicit and make connections to prior knowledge.

Questioning and Topic Development:
RM_1_C: Ask ‘I wonder’ questions about the research topic, recognizing that questions can be answered by finding information. (1.W.3.A.a)

Using and Evaluating Sources:
RM_1_D: Use approved teacher sources to find appropriate information. (1.W.3.A.b)

Note Taking:
RM_1_E: Find facts and summarize them via writing, drawing, verbalization to answer research questions, demonstrating organizational skills such as sorting and categorizing (Note taking). (1.W.3.A.c 1.W.3.A.d)

Citing Sources:
RM_1_F: Give credit (title and author) for sources used. (1.W.3.A.g, 3.W.3.A.b)

Presentation:
RM_1_G: Present facts and draw conclusions to answer simple questions in a variety of ways (art, music, poetry, movement, verbal/written language). (1.W.3.A.e)

Reflection, During and After:
RM_1_H: Compare new ideas with what was known at the beginning of the inquiry.

RM_1_I: Ask ‘what do I wonder about now?’

RM_1_J: Identify own strengths and set goals for improvement. (1.W.3.A.f)

Collaborative Discussions
SL_1_A: Take turns speaking, according to classroom expectations. (1.SL.3.A.a) (CCSS SL.1.1.a)

SL_1_B: Build on others’ talk in conversations by responding to comments of others. (1.SL.3.A.b) (CCSS SL.1.1.b)

SL_1_C: Confirm comprehension of read-alouds and other media by retelling and asking appropriate questions. (1.SL.3.A.c) (CCSS SL.1.c SL.1.2 SL.1.3)

Presenting
SL_1_D: Explain a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding. (1.SL.4.A.a) (CCSS SL.1.5)

SL_1_E: Use complete sentences, adjusting volume, as needed (1.SL.4.A.c) (CCSS SL.1.6)