

Focus: Students will read with sufficient accuracy and fluency to be successful in comprehending a variety of genres. Students will apply foundational skills and standard English grammar when writing and speaking.

		District/CCSS Standard	Pacing	Key Vocabulary
Phonological Awareness				
1.EL.1	Understanding: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Students who demonstrate understanding will be able to:			
1.EL.1.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2.A		
1.EL.1.2	Orally produce single-syllable words by blending sounds (phonemes), including 2-3 consonant blends.	RF.1.2.B		
1.EL.1.3	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.2.D		
Phonics and Word Recognition:				
1.EL.2	Understanding: Know and apply grade-level phonics and word analysis skills in decoding and encoding words Students who demonstrate understanding will be able to:			
1.EL.2.1	Decode regularly spelled one-syllable words.	RF.1.3B		
1.EL.2.2	Encode regularly spelled one-syllable words.	District Standard		
1.EL.2.3	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3.A		
1.EL.2.4	Decode words with final -e conventions for representing long vowel sounds.	RF.1.3.C		
1.EL.2.5	Decode common vowel team conventions for representing long vowel sounds.	District Standard		
1.EL.2.6	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	RF.1.3.D		
1.EL.2.7	Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3E		
1.EL.2.8	Encode regularly spelled two-syllable words following basic patterns by breaking the words into syllables.	District Standard		
1.EL.2.9	Read words with inflectional endings.	RF.1.3.F		
Fluency				
1.EL.3	Understanding: Read with sufficient accuracy and fluency to support comprehension. Students who demonstrate understanding will be able to:			
1.EL.3.1	Read grade-level text with purpose and understanding.	RF.1.4.A		
1.EL.3.2	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.1.4.B		
1.EL.3.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.1.4.C		
Literature:Key Idea and Details				
1.EL.4	Understanding: Students will use key ideas and details to comprehend literature and will compose narratives. Students who demonstrate understanding will be able to:			
1.EL.4.1	Ask and answer questions about key details in a text.	RL.1.1		
1.EL.4.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2		
1.EL.4.3	Describe characters, settings, and major events in a story, using key details.	RL.1.3		
1.EL.4.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4		
Literature: Craft and Structure				
1.EL.5	Understanding: Students will utilize craft and structure features to interpret literature Students who demonstrate understanding will be able to:			
1.EL.5.1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4		
1.EL.5.2	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.1.5		
1.EL.5.3	Identify who is telling the story at various points in a text.	RL.1.6		
Literature: Integration of Knowledge and Ideas:				
1.EL.6	Understanding: Students will analyze text structure and content in order to comprehend a variety of written material. Students who demonstrate understanding will be able to:			
1.EL.6.1	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7		
1.EL.6.2	Compare and contrast the adventures and experiences of characters in stories.	RL.1.9		
Informational: Key Ideas and Details				
1.EL.7	Understanding: Students will use key ideas and details to comprehend informational text Students who demonstrate understanding will be able to:			
1.EL.7.1	Ask and answer questions about key details in a text.	RI.1.1		
1.EL.7.2	Identify the main topic and retell key details of a text.	RI.1.2		

1.EL.7.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RI.1.3	
1.EL.7.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		SL.1.4	
Informational: Craft and Structure:				
1.EL.8	Understanding: Students will utilize craft and structure features to interpret informational text Students who demonstrate understanding will be able to:			
1.EL.8.1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		RI.1.4	
1.EL.8.2	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		RI.1.5	
1.EL.8.3	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		RI.1.6	
Informational: Integration of Knowledge and Ideas				
1.EL.9	Understanding: Students will analyze text structure and content in order to comprehend, research, and compose a variety of written informational material. Students who demonstrate understanding will be able to:			
1.EL.9.1	Use the illustrations and details in a text to describe its key ideas.		RI.1.7	
1.EL.9.2	Identify the reasons an author gives to support points in a text.		RI.1.8	
1.EL.9.3	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		RI.1.9	
Range of Reading and Level of Text Complexity				
1.EL.10	Understanding: Students will read and engage with texts on a variety of topics and at varying levels of complexity. Students who demonstrate understanding will be able to:			
1.EL.10.1	With prompting and support, read narrative texts appropriately complex for grade 1.		District Standard	
1.EL.10.2	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		RL.1.10	
1.EL.10.3	With prompting and support, read informational texts appropriately complex for grade 1.		RI.1.10	
1.EL.10.4	Recognize and read grade-appropriate irregularly spelled words.		RF.1.3.G	
Writing				
1.EL.11	Understanding: Students will use words to write, revise, and publish text for different purposes. Students who demonstrate understanding will be able to:			
1.EL.11.1	Write narratives which recount two or more appropriately sequenced events including a beginning, middle, and end (3 sentence in each), including details regarding what happened.		District Standard	
1.EL.11.2	Use temporal words to signal event order and provide closure		District Standard	
1.EL.11.3	Write opinion pieces which introduce the topic or name the book, state an opinion, supply reasons for the opinion with supporting details, and provide closure.		District Standard	
1.EL.11.4	Write informative/explanatory texts which name a topic, supply facts about the topic, and provide closure.		W.1.2	
1.EL.11.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		SL.1.5	
1.EL.11.6	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		W.1.5	
1.EL.11.7	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		W.1.6	
1.EL.11.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		L1.1J	
1.EL.11.9	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		W.1.7	
1.EL.11.10	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		W.1.8	
Speaking, Listening, and Written Communication				
Comprehension and Collaboration				
1.EL.12	Understanding: Students will communicate in collaborative conversations with diverse partners and groups about first grade topics and texts. Students who demonstrate understanding will be able to:			
1.EL.12.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		SL.1.1A	
1.EL.12.2	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		SL.1.1B	
1.EL.12.3	Ask questions to clear up any confusion about the topics and texts under discussion.		SL.1.1C	
1.EL.12.4	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		SL.1.2	
1.EL.12.5	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		SL.1.3	
1.EL.12.6	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		SL.1.4	

