

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
FIRST GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards: Foundational Skills (RF)

Writing (W)

Speaking and Listening (SL)

Language (L)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

1.RL.1 – Ask and answer questions about key details in a text.

- Identify meanings and details within a text
- Ask questions about key details within a text
- Answer questions about key details in a text

1.RL.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.

- Identify meanings and details within a story
- Identify central message/lesson of the story
- Retell story, including key plot points and details
- Apply understanding of a central message, meaning, or lesson

1.RL.3 – Describe characters, settings, and major events in a story, using key details.

- Define character
- Define setting
- Define major events
- Define key details
- Identify characters, setting, and major events using key details
- Describe characters using key details, discern which details are important
- Describe setting using key details, discern which details are important
- Describe major events using key details, discern which details are important

Craft and Structure

1.RL.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- Identify words in stories or poems
- Identify phrases in stories or poems
- Identify the various senses
- Identify feelings
- Recognize words and phrases that suggest feelings
- Recognize words and phrases that appeal to the senses
- Identify words and phrases in stories that suggest feelings
- Identify words and phrases in poems that suggest feelings
- Identify words and phrases in stories that appeal to the senses
- Identify words and phrases in poems that appeal to the senses

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1.RL.5 – Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.

- Define fiction
- Define nonfiction
- Recognize characteristics of fiction
- Recognize characteristics of nonfiction
- Recognize fiction in different forms and presentations
- Recognize nonfiction in different forms and presentations
- Explain how a text for a story is different from a text written for information

1.RL.6 – Identify who is telling the story at various points in a text

- Recognize when the narrator is telling the story
- Identify the characters in a story
- Identify who is telling the story at various points
- Identify points of view of narrator and different characters in a story

Integration of Knowledge and Ideas

1.RL.7 – Use illustrations and details in a story to describe its characters, setting, or events.

- Recognize story characters
- Recognize story setting
- Recognize story events
- Use story illustrations and details to identify characters
- Use story illustrations and details to identify setting
- Use story illustrations and details to identify events
- Use story illustrations and details to describe characters
- Use story illustrations and details to describe setting
- Use story illustrations and details to describe events

1.RL.8 – Not applicable

1.RL.9 – Compare and contrast the adventures and experiences of characters in stories including American Indian stories.

- Identify characters in a story
- Identify similarities and differences of adventures and experiences of characters in stories
- Compare/contrast details from stories about the experiences of characters

Range of Reading and Level of Text Complexity

1.RL.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

- Identify and comprehend key ideas, details, and craft and structure of stories and poetry with prompting and support

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1.RI.1 – Ask and answer questions about key details in a text.

- Identify key details in an informational text
- Ask questions about the key details in an informational text
- Answer questions about the key details in an informational text

1.RI.2 – Identify the main topic and retell key details of a text.

- Identify the main topic of a text
- Identify the key details of a text
- Retell key details of a text

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1.RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.

- Identify key details within an informational text
- Associate details with an individual, event or idea
- Describe the connection/relationship between the details within an informational text
- Describe the connection between 2 pieces of information

Craft and Structure

1.RI.4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases with cultural significance to American Indians.

- Identify unknown words or words needing clarification
- Ask questions to determine meaning of words and phrases
- Describe the meaning of words and phrases

1.RI.5 – 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.

- Determine how to use different text features
- Identify key facts or information in a text
- Use various text features to locate key facts or information in a text

1.RI.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- Identify pictures, illustrations, and words
- Identify information from pictures, illustrations and words
- Identify whether information is provided in pictures/illustrations and by the words
- Identify similarities and differences between information provided by pictures, illustrations or words

Integration of Knowledge and Ideas

1.RI.7 – Use the illustrations and details in a text to describe its key ideas.

- Identify details and illustrations in a text
- Identify key ideas in a text
- Know how to describe ideas
- Discern key ideas in a text
- Describe key ideas in a text, using reference to illustrations and details

1.RI.8 – Identify the reasons an author gives to support points in a text.

- Identify the reasons an author gives to support arguments or facts
- Discern details which support (serve as evidence) as compared to details which do not

1.RI.9 – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Identify comparable points between two texts on the same topic
- Identify basic similarities between two texts on the same topic
- Identify differences between two texts on the same topic

Range of Reading and Level of Text Complexity

1.RI.10 – With prompting and support, read informational texts appropriately complex for grade 1.

- Identify and comprehend informational text key ideas, details, and craft and structure with prompting and support

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FOUNDATIONAL SKILLS

Print Concepts

1.RF.1 – Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

Phonological Awareness

1.RF.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vocal, and final sounds (phonemes) in spoken single syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics and Word Recognition

1.RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs
- Decode regularly spelled one-syllable words
- Know final –e and common vowel team conventions for representing long vowel sounds
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- Decode two-syllable words following basic patterns by breaking the words into syllables
- Read words with inflectional endings
- Recognize and read grade-appropriate irregularly spelled words

Fluency

1.RF.4 – Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING STANDARDS

Text Types and Purposes

1.W.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- Identify a topic or the name of a book about which to write
- Recognize and define opinion
- Recognize and define closure
- Formulate an opinion of a book or topic and provide a reason for that opinion
- Provide a sense of closure for an opinion piece

1.W.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Identify an informative/explanatory text
- Select a topic for an informative/explanatory writing
- Determine supporting facts about a topic
- Determine an appropriate closure

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1.W.3 – Write narratives in which they recount two or more appropriately sequence events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

- Choose an experience about which to write
- Identify two or more events of the experience and sequence appropriately
- Identify transitional words
- Identify details, transitions, closure, final thoughts
- Choose relevant details that correspond to a chosen event
- Reflect on identified event
- Apply appropriate transitional words in order to signal change of events in narrative
- Add relevant and elaborated details to support events of narrative

Production and Distribution of Writing

1.W.4 – Not applicable

1.W.5 – 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.

- Recognize how to focus on topic
- Recognize how to respond to questions and suggestions from peers
- Recognize how to add details to strengthen writing
- Develop writing by focusing on a topic
- Develop writing by responding to questions and suggestions from peers
- Develop writing by adding details to strengthen writing

1.W.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.

- Use basic digital tool skills
- Select the appropriate digital tools for producing and publishing writing

Research to Build and Present Knowledge

1.W.7 – 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). Include sources by and about American Indians.

- Conduct shared research using various sources and tools
- Explore the format of a variety of texts
- Determine appropriate sources and tools to conduct shared research
- Distinguish the format of a variety of texts
- Participate in shared research and writing projects

1.W.8 – With guidance and support from adults, recall information from experiences or gather information from provide sources to answer questions. Include sources by and about American Indians.

- Identify experience
- Identify source
- Gather information from more than one source to answer a question
- Answer a question using information from experience
- Answer a question using information from provided multiple sources

1.W.9 – Not applicable

1.W.10 – Not applicable

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SPEAKING AND LISTENING

Comprehension and Collaboration

1.SL.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- Ask questions to clear up any confusion about the topics and text under discussion

1.SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Ask questions about key details from a text read aloud
- Ask questions about key details from information presented orally
- Ask questions about key details through other media
- Formulate a question based on key details

1.SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Identify questions and answers
- Recognize that asking and answering questions is a strategy for getting more information from a speaker
- Recognize that asking and answering questions is a strategy for clarifying something that is not understood
- Determine when additional information/clarification is needed
- Formulate questions and answers to gather additional information
- Formulate questions and answers to clarify what is not understood about what a speaker says

Presentation of Knowledge and Ideas

1.SL.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- Identify people, places, things, and events
- Identify ideas, details and feeling
- Determine relevant details describing people, places, things, and events

1.SL.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- Know ideas, thoughts, and feelings
- Determine which ideas, thoughts, feeling need clarification
- Determine when to add drawings or displays to descriptions to clarify
- Add drawings/visual displays to clarify ideas, thought, and feelings

1.SL.6 – Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 2 for specific expectations.)

- Identify complete sentences in writing and when spoken
- Identify task and situation
- Differentiate when situation calls for speaking in complete sentences

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LANGUAGE

Conventions of Standard English

1.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper and lower case letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*)
- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my, they, them, their, anyone, everything*)
- Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*)
- Use frequently occurring adjectives
- Use frequently occurring conjunctions (e.g., *and, but, or, so, because*)
- Use determiners (e.g., articles, demonstratives)
- Use frequently occurring prepositions (e.g., *during, beyond, toward*)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

1.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

1.L.3 – Not applicable

Vocabulary Acquisition and Use

1.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase
- Use frequently occurring affixes as a clue to the meaning of a word
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)

1.L.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
- Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims, a *tiger* is a large cat with stripes)
- Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)
- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings

1.L.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

- Acquire words and phrases through conversations, reading, being read to, and responding to texts
- Identify and use frequently occurring conjunctions to signal simple relationships

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- Distinguish between words and phrases acquired through conversations, reading, being read to and responding to texts