

WGSD Curriculum – English Language Arts

1st Grade

Reading

High Priority Standards (MLS)

- 1.R.1.A.a - Develop and demonstrate reading skills in response to reading text and read alouds by: predicting what will happen next using prior knowledge.
- 1.R.1.A.b - Develop and demonstrate reading skills in response to reading text and read alouds by: asking and responding to relevant questions.
- 1.R.1.A.c - Develop and demonstrate reading skills in response to reading text and read alouds by: seeking clarification and locating facts and details about stories and other texts.
- 1.R.1.A.d - Develop and demonstrate reading skills in response to reading text and read alouds by: retelling main ideas in sequence including key details.
- 1.R.1.A.e - Develop and demonstrate reading skills in response to reading text and read alouds by: recognizing beginning, middle, and end.
- 1.R.1.A.f - Develop and demonstrate reading skills in response to reading text and read alouds by: monitoring comprehension and making connections and adjustments when that understanding breaks down.
- 1.R.1.B.a – Develop and understanding of vocabulary by: use common affixes to figure out the meaning of a word.
- 1.R.1.B.b - Develop and understanding of vocabulary by: identify common root words and their inflectional endings.
- 1.R.1.B.c - Develop and understanding of vocabulary by: identifying words that name actions and words that name persons, places, or things.
- 1.R.1.B.d - Develop and understanding of vocabulary by: recognizing that compound words are made up of shorter words.
- 1.R.1.B.e - Develop and understanding of vocabulary by: determining what words mean from how they are used in context of a sentence either heard or read.
- 1.R.1.B.f - Develop and understanding of vocabulary by: sorting words into conceptual categories.
- 1.R.1.B.g - Develop and understanding of vocabulary by: distinguishing shade of meaning among verbs and adjectives.
- 1.R.1.B.h - Develop and understanding of vocabulary by: locating words in a dictionary.
- 1.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: engaging with and reading text that is developmentally.
- 1.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 1.R.2.A.a – Read, infer, and draw conclusions to: describe characters, setting, problem, solution and events in logical sequences.
- 1.R.2.A.b - Read, infer, and draw conclusions to: describe the main idea of a story.
- 1.R.2.A.c - Read, infer, and draw conclusions to: describe sensory details.
- 1.R.2.A.e - Read, infer, and draw conclusions to: explain the actions of the main character and the reason for those actions.
- 1.R.3.A.d - Read, infer, and draw conclusions to: follow written multi-step directions with picture clues to assist with understanding.
- 1.R.3.B.b - Read, infer, and draw conclusions to: identify examples of sensory details.
- 1.R.3.C.a - Read, infer, and draw conclusions to: ask and answer questions to clarify meaning.
- 1.R.3.C.b - Read, infer, and draw conclusions to: identify main ideas and provide supporting details.
- 1.R.3.C.c - Read, infer, and draw conclusions to: describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RF.1.A.a-b - Demonstrate understanding of the organization and basic features of print.
- 1.RF.2.A.a-e - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1.RF.3.A.a-k - Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.RF.4.A.a – Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

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- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
- retelling stories describing the literary elements of theme, setting, character, and major events in a story.
- describing the connection between two individuals, events, ideas, or pieces of information in a text.
- identifying main topic and retelling key details of a text.
- identifying and talking about key information in a text (who, what, where when, why) to ask and answer questions.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying unknown and multiple-meaning word and phrases.
 - asking and answering questions, retelling stories, or illustrating the main idea or essential message.
 - self-monitoring and self-correct reading when something does not make sense, sound right or look right.
 - identifying characters, setting, main topic, and major events in a story.
- recognizing and recalling specific vocabulary, such as: sequence of events, lesson, central message, fact, reread, self-correct, fluent reading, digraphs, syllables, endings, consonants, beginning sound, middle sound, ending sound, blends, main idea, key details, topic, retell.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Print Concepts

Students will:

- recognize that sentences are comprised of words separated by spaces.
- recognize the distinguishing features of a sentence.
- secure one-to-one matching and directionality.
- name all capital and lowercase letters.
- articulate the first letter in unknown words.
- participate at individual instructional level in guided reading.

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- use demonstrated stories, charts, read alouds, and books to reinforce print concepts through teacher modeling.

Phonological Awareness

Students will:

- secure recognition and use of consonant sounds.
- secure review of ending consonant sounds.
- secure hearing and identifying short vowel sounds in words and letters that represent them.
- recognize and use short vowel sounds in the middle of words (CVC).
- hear and identify long vowel sounds in words and the letters that represent them.
- sort pictures by initial and final sounds.
- match or sort pictures with rhyming sounds (ten, pen, hen).
- say and clap the syllables in one- and two-syllable words (from pictures).
- read the Alphabet Linking Chart by letter names, pictures and words, and in different ways (all vowels, all consonants, letters only, backwards order, every other letter).
- read the Consonant Cluster Linking Chart in a variety of ways (all words, every other box, backwards order).

Phonics/Word Analysis

Students will:

- learn a large bank of high-frequency words. Read and write high-frequency words fast, fluently and automatically.
- search through words in a left-to-right sequence, blend letters into sounds, and repeat to confirm.
- use magnetic letters, white boards or other media to take words apart at the larger unit of analysis.
- solve multisyllabic words by noticing parts within words.
- manipulate letters to form analogies.
- use analogy charts to sort words by their short and long vowel sounds.
- use magnetic letters or whiteboards to change vowel sounds in simple words by adding and deleting the silent e.
- use whiteboards or magnetic letter to add endings to words (e.g., look-looked-looking, go-going, like-likes).
- use analogy of words and word parts to read new words (**cat** helps read **mat**; **she**, **out**, **red** help read parts in **shouted**).
- use known patterns of onset and rime to build and read unknown words.
- analyze parts of words in reading and writing (inflectional endings, rimes, contractions).
- use sound boxes.
- dictate words with a CVC pattern. Students segment the sounds on their fingers and write one letter in each box.
- use three sound boxes and dictate words with a digraph. Both letters of the digraph go in the same box.
- use four boxes and dictate words with an initial blend or final blend, and later, initial and final blends.
- dictate sentences with targeted sight words.
- recognize and use short vowels at the beginning of words.

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- recognize and use long vowel sounds in words.
- recognize and use consonant digraphs at the beginning and end of words.
- recognize and use 2-3 letter clusters.
- recognize and use words that end with double letters (e.g., *will*, *call*).
- recognize and use vowels in words with silent e.
- recognize and use middle consonant sounds represented by double letters.
- recognize and use vowel combinations in words (e.g., *rain*, *see*, *cheat*).

Fluency

Students will:

- increase quick and easy recognition of words in reading.
- use letter-sound analysis from left to right to read increasingly more complex new words.
- use beginning and ending parts of words to solve them.
- use consonant and vowel sound-letter relationships to solve words.
- remove the ending from base words to solve new words.
- use known words and word parts (including onsets and rimes) to solve unknown words while reading.
- make connections between words by letters, sounds, or spelling patterns.
- use language structure, meaning and visual information in a coordinated way to solve words.
- take apart many new words “on the run” and compound words to solve them.
- connect words that mean the same or almost the same to derive meaning from the text, understand the text, and acquire new vocabulary.
- use context and pictures to derive the meaning of unfamiliar vocabulary and the meaning of new words.
- demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, notice word parts, notice endings and prefixes etc.).
- break down a longer word into syllables in order to decode manageable parts.
- solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships.
- increasingly demonstrate competent, active word solving while reading at a good pace with less overt problem solving.
- use meaning, structure, and visual information to solve new words, to monitor and self-correct reading.
- reread the sentence or phrases to problem solve, self-correct, or confirm.
- self-correct closer the point of error.
- reread to confirm word solving by checking other sources of information.
- reread the sentence to search for and use information.
- reread to problem-solve, self-correct, or confirm but less frequently at higher levels of reading.

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Reading

- use sounds related letter-sound relationships and word parts to monitor and correct reading.
- use relationships between sounds and letter, letter clusters, and large parts of words to monitor accuracy of reading.
- use meaning, language structure and visual information to monitor and self –correct.
- use known words to self-monitor and self-correct.
- realize when more information is needed to understand a text.
- notice details in pictures and use information to understand the text.
- process texts with simple and some split dialogue and some pronouns, all assigned to speakers.
- reread to search for and use information from language structures or meaning, or to confirm reading.
- search for and use all sources of information together to solve new words while reading.
- notice, search for, remember, and discuss information that is important to understanding.
- use simple organizational features (titles, headings, table of contents, and glossary) to find information.
- notice and use readers’ tools, such as table of contents, and simple graphics, where applicable.
- notice and use labels and captions for pictures and simple diagrams.
- search for specific facts in informational texts.
- use chapter title as to foreshadow content.
- process long sentences (ten or more words) with many embedded phrases and clauses.
- remember information to help in understanding the end of a story in increasingly longer books.
- recall important details after reading a text.
- remember the important information from a factual text.
- recall a series of events in order.
- understand and talk about a simple sequence of events or steps.
- provide an oral summary, and later in writing, of a text with appropriate details in sequence
- follow and reflect in discussion the multiple events of a story.
- demonstrate understanding of sequence when summarizing a text.
- identify and understand a set of related ideas in a text.
- summarize narratives with multiple episodes as part of the same simple plot.
- understand the problem and solution.
- demonstrate phrased, fluent, oral reading.
- reflect language syntax and meaning through phrasing and expression.
- read dialogue with phrasing and expression that reflects understanding of characters and events.
- reflect punctuation through appropriate pausing and intonation while reading orally.

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- demonstrate appropriate stress on words, pausing and phrasing, intonation and use of punctuation.
- slow down or repeat to think about meaning to problem solve and resume good rate of reading.
- reread to solve words or think about ideas and resume good rate of reading.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently at a good rate, later in the year.

Vocabulary

Students will:

- ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- use the illustrations and details in a text to understand new vocabulary words.
- with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- 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.
- 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.
- identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).
- sort words into categories to gain a sense of the concepts the categories represent.
- define words by category and by one or more key attributes.
- identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
- identify real-life connections between words and their use.
- distinguish shades of meaning among verbs differing in manner, (look, peek) and adjectives differing in intensity (large, gigantic) by defining or choosing them or by acting out the meanings.

Comprehension

Students will:

- determine 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.
 - a. identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- use comprehension strategies.
 - ask questions before, during, and after reading.
 - make meaningful connections.

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- use schema.
- create visualizations.
- make inferences.
- determine important ideas.
- retell a story, including characters, setting and major events, using correct sequence of events.
- self-monitor and notice when comprehension breaks down (This begins with teacher modeling and moves to students internalizing these questions).
 - Does that make sense?
 - Does that sound right?
 - Does that look right?
- identify the central message or lesson within a narrative.
- identify the main topic of an informational text using key details to support thinking.
- use comprehension strategies such as making connections and asking questioning.
 - read a variety of texts to determine the central message or lesson.

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Text Elements and Structure

High Priority Standards (MLS)

- 1.R.1.C.a – Determine connection between: text to text (text ideas including similarities and differences in fiction and nonfiction).
- 1.R.2.A.d - Read, infer, and draw conclusions to: explain recurring phrases and why they are used.
- 1.R.2.A.f - Read, infer, and draw conclusions to: identify who is telling the story.
- 1.R.2.A.g - Read, infer, and draw conclusions to: compare and contrast adventures and experiences of characters in stories.
- 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.
- 1.R.2.C.a - Read, infer, and draw conclusions to: identify characters and dialogue in plays or performances by actors.
- 1.R.2.C.b - Read, infer, and draw conclusions to: recognize sensory details in literary texts.
- 1.R.3.A.a - Read, infer, and draw conclusions to: use text features to restate the main idea.
- 1.R.3.A.b - Read, infer, and draw conclusions to: explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.
- 1.R.3.A.c - Read, infer, and draw conclusions to: use text features to locate specific information in text.
- 1.R.3.B.a - Read, infer, and draw conclusions to: distinguish between fiction and nonfiction.
- 1.R.3.C.d - Read, infer, and draw conclusions to: identify the reasons an author gives to support points in a text.
- 1.R.3.C.e - Read, infer, and draw conclusions to: identify similarities and differences between texts on the same topic.
- 1.R.4.A.a – With assistance, develop an awareness of media literacy by: distinguishing purposes of media.
- 1.R.4.A.b - With assistance, develop an awareness of media literacy by: explaining the techniques used in media.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- identifying descriptive words and phrases.
- identifying who is telling the story at various points in a text.
- noticing characteristics of genres (fiction, nonfiction, realistic stories, traditional literature and fantasy).
- using readers’ tools (pictures, table of contents, headings, and glossary) to find information.
- making comparisons of plots, settings, characters, and topics between texts.
- relating characters, settings, and events to their world.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - recognizing whether a text is fiction or nonfiction.
 - noticing and commenting on the connection between the print and the pictures, individuals, events, ideas, and pieces of information in a text.

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Text Elements and Structure

- using the illustrations and details in a text to describe its key details.
- recognizing and recalling specific vocabulary, such as: plot, compare, contrast, key details, main idea, topic, narrator, text structure, informational text, heading, table of contents, glossary, electronic menu, and icon.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- compare and contrast two or more stories and characters.
- use comprehension strategies (making connections, questioning, and inferring).
- locate key details and important points in informational texts.
- compare informational texts on the same topic.
- distinguish shades of meaning among words (e.g., large, gigantic/ look, peek).
- identify the main topic of an informational text using key details to support thinking.
- read a variety of texts to determine the central message or lesson.
- discuss character points of view.
- discuss how the characters change throughout the story (shown through thoughts, feelings and actions).
- make connections to characters in story, discuss similarities and differences between personal point of view vs. character point of view.
- analyze character's actions and how they reflect their point of view.
- identify text features such as: headings, tables of contents, glossaries, electronic menus and icons and use these features to locate key facts or information in a text.
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Writing

High Priority Standards (MLS)

- 1.W.1.A.a – Follow a writing process to plan a first draft by: brainstorming and recording key ideas.
- 1.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into sentences and stay on topic throughout the text.
- 1.W.1.B.b, 1.W.2.A.a, 1.W.2.A.b, 1.W.2.A.d, 1.W.2.A.e - 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.
- 1.W.2.A.c – Write opinion texts that: use some specific words that are related to the topic.
- 1.W.1.B.b, 1.W.2.B.a, 1.W.2.B.c, 1.W.2.B.d - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.2.B.b – Write informative/explanatory texts that: use some specific words that are related to the topic.
- 1.W.1.B.b, 1.W.2.C.a, 1.W.2.C.b, 1.W.2.C.c, 1.W.2.C.d - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.2.C.e – Write fiction or non-fiction narratives and poems that: use words that are related to the topic.
- 1.W.2.C.f – Write fiction or non-fiction narratives and poems that: provide a reaction to what happened in the events.
- 1.W.1.C.a - 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.
- 1.W.1.C.b – Reread, revise and edit draft, with assistance from adults/peers, to: edit by leaving spaces between words in sentences.
- 1.W.1.D.a - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1.W.3.A.a-b - 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).
- 1.W.3.A.c- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.L.1.A.a-g - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.W.1.C.c, 1.L.1.B.a-g - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- writing to inform, explain, persuade, and narrate (not limited to only these types of writing).
 - organizing ideas into a logical sequence.
 - maintaining focus on a single idea using supporting details.
 - using developmentally appropriate capitalization, grammar, spelling, and punctuation.
- Approaching: Student demonstrates he/she is nearing proficiency by:

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- performing basic processes such as:
 - producing, illustrating and sharing a variety of compositions.
 - recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: beginning, middle, end, retell, transition word, sketch, mentor text, closure, writing process, narrative, sequence of events, informational writing, accurate, reasons, clear, end punctuation, comma.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- stretch out each word and write each sound they hear.
- write with focus.
- talk to other writers about their writing.
- reread and fix their writing and make sure it makes sense.
- respond to questions and suggestions from peers, and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- use a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.

Narrative

Students will:

- use events from their life to write a Small Moment.
- plan their small moment story before they write it.
- use pictures to help them add words to their story.
- use transition words (temporal words e.g., first, next, then) to move the story along.
- with guidance and support from adults, recall information from experiences or gather information from provided sources.
- use labels and words to give details.

Information/Expository

Students will:

- introduce and teach about a topic.

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Writing

- be able to supply several clear and accurate facts to teach about your topic.
- tell different parts of the topic on different pages.
- tell about his/her topic part by part.

Opinion

Students will:

- formulate an opinion based on a topic or name of book.
- be able to supply at least two reasons for their opinion.
- Name a topic and write an opinion or likes/dislikes and support opinion with facts.
- Say more about their opinion and use such words as “and” and “because”.

Language (Grammar) (L.1.A)

Students will:

- 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) (1.L.1.A.a).
- use common, proper, and possessive nouns (1.L.1.A.a).
- use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (1.L.1.A.a).
- use adjectives/adverbs in sentences (1.L.1.A.b).
- use frequently occurring conjunctions (e.g., and, but, or, so , because) (1.L.1.A.c).
- use determiners (e.g., articles, demonstratives such as a, an, the, this, those, my, your, his) (1.L.1.A.d).
- use frequently occurring prepositions (e.g., during, beyond, toward) (1.L.1.A.e).
- use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) (1.L.1.A.f).
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (1.L.1.A.g).

Language (Punctuation, Capitalization, Spelling) (L.1.B)

Student will:

- print legibly, using correct spacing between words and sentences (1.L.1.B.a).
- use ending punctuation (1.L.1.B.b).
- capitalize the first letter of others’ first and last names (1.L.1.B.c)
- use commas in dates and to separate single words in a series (1.L.1.B.d)
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (1.L.1.B.e).
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (1.L.1.B.f).
- use all they know about words and chunks of words to help them spell.

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Writing

- use the word wall to help them spell.

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Research

High Priority Standards (MLS)

- 1.W.3.A.a – With assistance, apply research process to: generate a list of open-ended questions about topics of interest.
 1.W.3.A.b – With assistance, apply research process to: decide what sources of information might be relevant to answer these questions.
 1.W.3.A.c – With assistance, apply research process to: gather personal and natural evidence from available sources, as well as from interviews with local experts.
 1.W.3.A.d – With assistance, apply research process to: organize information found during group or individual research, using graphic organizers or other aids.
 1.W.3.A.e – With assistance, apply research process to: make informal presentations of information gathered.
 1.W.3.A.f – With assistance, apply research process to: self-evaluate using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- asking simple questions and gathering information on a topic.
- recording information in order to communicate.
- recalling information from sources.
- identifying text features to locate information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating research questions such as brainstorming, identifying key words, and group related ideas.
 - recalling some information.
 - identifying the authors and titles of works used in the research process.
- recognizing and recalling specific vocabulary, such as: recall, information, text feature, accurate, and record.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- recall information from experiences or gather information from provided sources.
- use personal experience or gathered information to answer a question.

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- be able to supply several clear and accurate facts based on shared research.
- respond to questions and suggestions from peers, and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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Speaking and Listening

High Priority Standards (MLS)

- 1.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- 1.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: build on others’ talk in conversations by responding to the comments of others.
- 1.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following two-step instructions, according to classroom expectations.
- 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.
- 1.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns speaking, according to classroom expectations.
- 1.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: build on others’ talk in conversations by responding to comments of others.
- 1.SL.3.A.c - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.
- 1.SL.4.A.a – Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen), using a prop, picture, or other visual aid to show understanding.
- 1.SL.4.A.b - Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: reciting poetry with a group or individually.
- 1.SL.4.A.c - Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using complete sentences, adjusting volume, as needed.
- 1.R.1.B.i - Develop and understanding of vocabulary by: use words and phrases acquired through conversations, reading and being read to and responding to texts.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- expressing a complete thought with relevant, clear details and grade level-appropriate language and vocabulary.
 - demonstrating curiosity and the questioning skills to search for understanding.
 - listening with attention to understand texts and information presented.
 - using visuals to enrich understanding of a topic.

WGSD Curriculum – English Language Arts
1st Grade
Speaking and Listening

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - speaking clearly and audibly enough to be understood by others in conversation.
 - creating visuals to clarify meaning.
 - asking and answering literal yes/no questions about persons, objects, and actions.
- recognizing and recalling specific vocabulary, such as: complete sentence, collaboration, answer, respond, clarify, describe, key ideas, media, answer, describe, illustrate, appropriate, relevant.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- 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 texts under discussion.
- ask relevant questions about what a speaker says in order to gather additional information or clarify what is not understood.
- listen to gather information.
- speak in complete sentences when appropriate.
- speak audibly.
- express thoughts, ideas, and feelings clearly.
- stay on topic when speaking.
- provide accurate descriptions of people, places, things, and events.
- listen to comprehend in a variety of situations such as read alouds, media, and class discussions.
- participate in a variety of speaking and listening activities such as read alouds, media, and class discussions.
- answer questions to demonstrate understanding.
- answer questions to provide knowledge of key ideas.
- add illustrations that clarify presented ideas