

Davison Community Schools
ELA 1st Grade

Course Outline

Throughout the year, students will work on reading, writing, and critical thinking skills aligned with the priority standards with an emphasis on the following:

- Background knowledge
 - Vocabulary
 - Language structures
 - Verbal reasoning
 - Literacy knowledge
 - Writing and Grammar
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Priority Standards

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.2. Identify the main topic and retell key details of a text.

RF.1.1. Demonstrate understanding of the organization and basic features of print.

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).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on- level text with purpose and understanding.

b. Read on- level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

W.1.3. 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.

L.1.4. 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.

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