

1st Nine Weeks				
Date Range: 08/12/2024-10/9/2024				
		Days		
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	<mark>ge Arts and Reading (ELAR) Sta</mark>			
		ing Calendar When Lesson Plannin		
		Strands <u>Yellow</u> = High Stakes Stra		
FOUNDATIONAL LANGUAGE SKILLS	<u>READING</u> Module 1: Nice to Meet You!	<u>VOCABULARY</u> Module 1: Nice to Meet You!	<u>WRITING</u> Module 1: Nice to Meet You!	
Module 1: Nice to Meet You!	Module 1. Nice to Meet 100.	Module 1. Nice to Meet 100.	Module 1. Nice to Meet 100.	
<u>intoduite 1. Trice to friede Toda</u>	(1) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining	
(2) Developing and sustaining	foundational language skills:	foundational language skills:	foundational language skills:	
foundational language skills:	listening, speaking, discussion,	listening, speaking, reading,	listening, speaking, discussion,	
listening, speaking, reading,	and thinking—oral language.	writing, and	and thinking—oral language.	
writing, and thinking—	The student develops oral	thinkingbeginning reading	The student develops oral	
beginning reading and	language through listening,	and writing. The student	language through listening,	
writing. The student develops	speaking, and discussion. The	develops word structure	speaking, and discussion. The	
beginning reading and writing through phonological	student is expected to: (A) listen actively/ask and	knowledge through	student is expected to: (A) listen actively/ask and	
awareness, print concepts,	answer questions;	phonological awareness, print concepts, phonics, and	answer questions;	
phonics, and morphology to	(C) share information and ideas	morphology to communicate,	(C) share information and ideas	
communicate, decode, and	about topic/speak with	decode, and spell. The student	about topic/speak with	
spell. The student is expected	appropriate pace/use	is expected to:	(D) work collaboratively by	
to:	conventions of language;	(B) demonstrate and apply	following rules for discussion;	
(A) demonstrate phonological	(D) work collaboratively by	phonetic knowledge by:	(E) develop social	
awareness by:	following rules for discussion;	(E) alphabetize a series of	communication such as	
(ii) recognizing spoken		words to the first or second	introducing himself/herself and	
alliteration or groups of words	() Communication shills:	letter and use a dictionary to	others, relating experiences to a	
that begin with the same spoken onset or initial sound;	(6) Comprehension skills: listening, speaking, reading,	find words; and	classmate, and expressing needs and feelings.	
(iii) distinguishing between	writing, and thinking using	(3) Developing and sustaining	and reenings.	
long and short vowel sounds in	multiple texts. The student	foundational language skills:	(2) Developing and sustaining	
one-syllable words;	uses metacognitive skills to	listening, speaking, reading,	foundational language skills:	
(v) blending spoken phonemes	both develop and deepen	writing, and	listening, speaking, reading,	
to form one-syllable words,	comprehension of increasingly	thinkingvocabulary. The	writing, and thinking—	
including initial and/or final	complex texts.	student uses newly acquired	beginning reading and	
consonant blends;	(B) generate questions about	vocabulary expressively.	writing. The student develops	
(vii) segmenting spoken one-syllable words of three to	text before, during, and after	(A) use a resource such as a	beginning reading and writing through phonological	
five phonemes into individual	reading to deepen understanding and gain	picture dictionary or digital resource to find words;	awareness, print concepts,	
phonemes, including words	information with adult	(C) identify the meaning of	phonics, and morphology to	
with initial and/or final	assistance;	words with the affixes -s, -ed,	communicate, decode, and	
consonant blends;	(F) make inferences and use	and -ing; and	spell. The student is expected	
(B) demonstrate and apply	evidence to support	(D) identify and use words that	to:	
phonetic knowledge by:	understanding with adult	name actions, directions,	(E) alphabetize a series of	
(i) decoding words in isolation	assistance;	positions, sequences, categories,	words to the first or second	
and in context by applying common letter sound	(I) monitor comprehension and make adjustments such as	and locations.	letter and use a dictionary to find words;	
correspondences;	re-reading, using background		mia woras,	
(iii) decoding words with closed	knowledge, checking for visual		(3) Developing and sustaining	
syllables; open syllables; VCe	cues, and asking questions		foundational language skills:	
syllables; vowel teams,	when understanding breaks		listening, speaking, reading,	
including vowel digraphs and	down.		writing, and	
diphthongs; and r-controlled			thinkingvocabulary. The	
syllables;	(7) Response skills: listening,		student uses newly acquired	
(v) decoding words with	speaking, reading, writing,		vocabulary expressively.	
inflectional endings, including	and thinking using multiple			
-ed, -s, and -es; and	texts. The student responds to	1	1	



(vi) identifying and reading at least 100 high-frequency words from a research-based list;
(C) demonstrate and apply spelling knowledge by:
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
(iii) spelling words using sound-spelling patterns; and
(iv) spelling high-frequency words from a research-based list;

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. an increasingly challenging variety of sources that are read, heard, or viewed. (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. (B) describe the main character(s) and the reason(s) for their actions; (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance;

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and (A) use a resource such as a picture dictionary or digital resource to find words;
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

(A) establish purpose for reading assigned and self-selected texts with adult assistance;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance:

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
(E) listen to and experience first- and third-person texts.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.



UTaul I - ELAK Sta	luarus at a Glance 24-25	
communicate meaning within		(A) plan a first draft by
a variety of texts. The student		generating ideas for writing
analyzes and applies author's		such as by drawing and
craft purposefully in order to		brainstorming;
develop his or her own		(B) develop drafts in oral,
products and performances.		pictorial, or written form by:
(A) discuss the author's purpose		(ii) developing an idea with
for writing text;		specific and relevant details;
		(C) revise drafts by adding
(11) Composition: listening,		details in pictures or words;
speaking, reading, writing,		(D) edit drafts using standard
and thinking using multiple		English conventions, including:
textswriting process. The		(ii.) past and present verb tense;
student uses the writing		(iii) singular, plural, common,
process recursively to		and proper nouns;
compose multiple texts that		(vi.) prepositions;
are legible and uses		(vii) pronouns, including
appropriate conventions.		subjective, objective, and
(D) edit drafts using standard		possessive cases;
English conventions, including:		(viii.) capitalization for the
(iii) singular, plural, common,		beginning of sentences and the
and proper nouns;		pronoun "I";
(viii) capitalization for the		(E) publish and share writing.
beginning of sentences and the		
pronoun "I";		(12) Composition: listening,
(ix) punctuation marks at the		speaking, reading, writing,
end of declarative, exclamatory,		and thinking using multiple
and interrogative sentences;		textsgenres. The student
		uses genre characteristics and
		craft to compose multiple
		texts that are meaningful.
		(A) dictate or compose literary
		texts, including personal
		narratives and poetry;



1st Nine Weeks Date Range: 08/12/2024-10/9/2024

	42 Days			
Content Area: English Langua	ge Arts and Reading (ELAR) Sta	andards Grade Level: 1 st Gra	de Revision Date: 06/2024	
**Re	efer to the Year at a Glance and Pac	ing Calendar When Lesson Plannin	g. **	
Star	ndard Key: Blue= Highest Stakes	Strands Yellow = High Stakes Stra	ands	
FOUNDATIONAL	READING	VOCABULARY	WRITING	
LANGUAGE SKILLS	<u>Module 2: My Family, My</u>	Module 2: My Family, My	Module 2: My Family, My	
Module 2: My Family, My	<u>Community</u>	<u>Community</u>	<u>Community</u>	
<u>Community</u>				
(2) Developing and sustaining	(1) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining	
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:	
listening, speaking, reading,	listening, speaking,	listening, speaking, reading,	listening, speaking,	
writing, and	discussion, and	writing, and	discussion, and	
thinkingbeginning reading	thinking—oral language.	thinkingbeginning reading	thinking—oral language.	
and writing. The student	The student develops oral	and writing. The student	The student develops oral	
develops word structure	language through listening,	develops word structure	language through listening,	
knowledge through	speaking, and discussion.	knowledge through	speaking, and discussion.	
phonological awareness, print	The student is expected to:	phonological awareness, print	The student is expected to:	
concepts, phonics, and	(A) listen actively/ask and	concepts, phonics, and morphology to communicate,	(A) listen actively/ask and	
morphology to communicate, decode, and spell. The student	answer questions; (C) share information and ideas	decode, and spell. The student	answer questions; (C) share information and ideas	
is expected to:	about topic/speak with	is expected to:	about topic/speak with	
(A) demonstrate phonological	appropriate pace/use	(E) develop handwriting by	(D) work collaboratively by	
awareness by:	conventions of language;	accurately forming all	following rules for discussion;	
(ii) recognizing spoken	(D) work collaboratively by	uppercase and lowercase letters	(E) develop social	
alliteration or groups of words	following rules for discussion;	using appropriate directionality.	communication such as	
that begin with the same spoken			introducing himself/herself and	
onset or initial sound;	(3) Developing and sustaining	(3) Developing and sustaining	others, relating experiences to a	
(iii) distinguishing between	foundational language skills:	foundational language skills:	classmate, and expressing needs	
long and short vowel sounds in	listening, speaking, reading,	listening, speaking, reading,	and feelings.	
one-syllable words;	writing, and	writing, and	_	
(v) blending spoken phonemes	thinkingvocabulary. The	thinkingvocabulary. The	(2) Developing and sustaining	
to form one-syllable words,	student uses newly acquired	student uses newly acquired	foundational language skills:	
including initial and/or final	vocabulary expressively.	vocabulary expressively.	listening, speaking, reading,	
consonant blends;	(A) use a resource such as a	(A) use a resource such as a	writing, and thinking—	
(vii) segmenting spoken	picture dictionary or digital	picture dictionary or digital	beginning reading and	
one-syllable words of three to	resource to find words;	resource to find words;	writing. The student develops	
five phonemes into individual	(C) identify the meaning of	(D) identify and use words that	beginning reading and writing	
phonemes, including words	words with the affixes -s, -ed,	name actions, directions,	through phonological	
with initial and/or final	and -ing; and	positions, sequences, categories, and locations.	·	
consonant blends;(B) demonstrate and apply	(6) Comprehension skills:	and iocations.	phonics, and morphology to communicate, decode, and	
phonetic knowledge by:	listening, speaking, reading,		spell. The student is expected	
(i) decoding words in isolation	writing, and thinking using		to:	
and in context by applying	multiple texts. The student		(E) alphabetize a series of	
common letter sound	uses metacognitive skills to		words to the first or second	
correspondences;	both develop and deepen		letter and use a dictionary to	
(iii) decoding words with	comprehension of increasingly		find words;	
closed syllables; open syllables;	complex texts.			
VCe syllables; vowel teams,	(B) generate questions about		(3) Developing and sustaining	
including vowel digraphs and	text before, during, and after		foundational language skills:	
diphthongs; and r-controlled	reading to deepen		listening, speaking, reading,	
syllables;	understanding and gain		writing, and	
(vi) identifying and reading at	information with adult		thinkingvocabulary. The	
least 100 high-frequency words	assistance;		student uses newly acquired	
from a research-based list;	(F) make inferences and use		vocabulary expressively. (A) use a resource such as a	
(C) demonstrate and apply	evidence to support		(A) use a resource such as a picture dictionary or digital	
spelling knowledge by:	understanding with adult assistance;		resource to find words;	
L	assistance,	L	resource to find words,	



(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
(iii) spelling words using sound-spelling patterns; and
(iv) spelling high-frequency words from a research-based list;

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
(C) use text evidence to support an appropriate response;
(E) interact with sources in meaningful ways such as illustrating or writing

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

(B) describe the main character(s) and the reason(s) for their actions;
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

(A) establish purpose for reading assigned and self-selected texts with adult assistance;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. (E) listen to and experience

first- and third-person texts.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.



 Graue I - ELAK Sta	iuarus at a Glance 24-23	
(D) recognize characteristics		(A) plan a first draft by
and structures of informational		generating ideas for writing
text, including: (i) the central		such as by drawing and
idea and supporting evidence		brainstorming;
with adult assistance;		(B) develop drafts in oral,
,		pictorial, or written form by:
(10) Author's purpose and		(ii) developing an idea with
craft: listening, speaking,		specific and relevant details;
reading, writing, and		(C) revise drafts by adding
thinking using multiple texts.		details in pictures or words;
The student uses critical		(D) edit drafts using standard
inquiry to analyze the		English conventions, including:
authors' choices and how		(ii.) past and present verb tense;
they influence and		(iii) singular, plural, common,
communicate meaning		and proper nouns;
within a variety of texts. The		(vi.) prepositions;
student analyzes and applies		(vii) pronouns, including
author's craft purposefully in		subjective, objective, and
order to develop his or her		possessive cases;
own products and		(viii.) capitalization for the
		beginning of sentences and the
performances. (A) discuss the author's purpose		pronoun "I";
		(E) publish and share writing.
for writing text;		(E) publish and share writing.
(11) Compositions listoning		
(11) Composition: listening,		(12) Composition: listening,
speaking, reading, writing,		speaking, reading, writing,
and thinking using multiple		and thinking using multiple
textswriting process. The		textsgenres. The student
student uses the writing		uses genre characteristics and
process recursively to		craft to compose multiple
compose multiple texts that		texts that are meaningful.
are legible and uses		(A) dictate or compose literary
appropriate conventions.		texts, including personal
(D) edit drafts using standard		narratives and poetry;
English conventions, including:		
(iii) singular, plural, common,		
and proper nouns;		
· · ·		
(viii) capitalization for the		
beginning of sentences and the		
pronoun "I";		
(ix) punctuation marks at the		
end of declarative, exclamatory,		
and interrogative sentences;		
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2nd Nine Weeks Date Range: 10/16/2023 – 12/2 43 days	20/2023			
Content Area: English Language Arts and Reading (ELAR) Standards	Grade Level: 1 st Grade	Revision Date: 06/2024		
**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. **				
Standard Key: Blue= Highest Stakes Strands Ye	ellow= High Stakes Strands	Standard Key: Blue= Highest Stakes Strands Yellow= High Stakes Strands		



Department of Curriculum and Instruction

Grade 1 - ELAR Standards at a Glance 24-25			
FOUNDATIONAL	READING	VOCABULARY	WRITING
LANGUAGE SKILLS	Module 3: Amazing Animals	Module 3: Amazing Animals	Module 3: Amazing Animals
Module 3: Amazing Animals		<u></u>	
(2) Developing and sustaining	(1) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:
listening, speaking, reading,	listening, speaking,	listening, speaking, reading,	listening, speaking,
writing, and	discussion, and	writing, and	discussion, and
thinkingbeginning reading	thinking—oral language.	thinkingbeginning reading	thinking—oral language.
and writing. The student	The student develops oral	and writing. The student	The student develops oral
develops word structure	language through listening,	develops word structure	language through listening,
knowledge through	speaking, and discussion.	knowledge through	speaking, and discussion.
phonological awareness, print	The student is expected to:	phonological awareness, print	The student is expected to:
concepts, phonics, and	(A) listen actively/ask and	concepts, phonics, and	(A) listen actively/ask and
morphology to communicate,	answer questions;	morphology to communicate,	answer questions;
decode, and spell. The student		decode, and spell. The student	(C) share information and ideas
is expected to:	(2) Developing and sustaining	is expected to:	about the topic under
(A) demonstrate phonological	foundational language skills:	(B) demonstrate and apply	discussion, speaking clearly at
awareness by:	listening, speaking, reading,	phonetic knowledge by:	an appropriate pace and using
(i) producing a series of	writing, and	(v) decoding words with	the conventions of language;
rhyming words	thinkingbeginning reading	inflectional endings, including	(D) work collaboratively by
(iii) distinguishing between	and writing. The student	-ed, -s, and -es; and	following rules for discussion;
long and short vowel sounds in	develops word structure	(E) develop handwriting by	(3) Developing and sustaining
one-syllable words	knowledge through	accurately forming all	foundational language skills:
(v) blending spoken phonemes to form one-syllable words,	phonological awareness, print concepts, phonics, and	uppercase and lowercase letters using appropriate directionality.	listening, speaking, reading,
including initial and/or final	morphology to communicate,	using appropriate uncertonanty.	writing, and
consonant blends;	decode, and spell. The student	(3) Developing and sustaining	thinkingvocabulary. The
(vii) segmenting spoken	is expected to:	foundational language skills:	student uses newly acquired
one-syllable words of three to	(B) demonstrate and apply	listening, speaking, reading,	vocabulary expressively.
five phonemes into individual	phonetic knowledge by:	writing, and	(A) use a resource such as a
phonemes, including words		thinkingvocabulary. The	picture dictionary or digital
with initial and/or final	(3) Developing and sustaining	student uses newly acquired	resource to find words;
consonant blends;	foundational language skills:	vocabulary expressively.	
(B) demonstrate and apply	listening, speaking, reading,	(A) use a resource such as a	(6) Comprehension skills:
phonetic knowledge by:	writing, and	picture dictionary or digital	listening, speaking, reading,
(i) decoding words in isolation	thinkingvocabulary. The	resource to find words;	writing, and thinking using
and in context by applying	student uses newly acquired	(C) identify the meaning of	multiple texts. The student
common letter sound	vocabulary expressively.	words with the affixes -s, -ed,	uses metacognitive skills to
correspondences;	(D) identify and use words that	and -ing; and	both develop and deepen
(ii) decoding words with initial	name actions, directions,	(D) identify and use words that	comprehension of increasingly complex texts.
and final consonant blends,	positions, sequences, categories, and locations.	name actions, directions,	-
digraphs, and trigraphs (iii) decoding words with		positions, sequences, categories, and locations.	(A) establish purpose for
closed syllables; open syllables;	(6) Comprehension skills:		reading assigned and self-selected texts with adult
VCe syllables; vowel teams,	listening, speaking, reading,		assistance;
including vowel digraphs and	writing, and thinking using		,
diphthongs; and r-controlled	multiple texts. The student		(C) make, correct, or confirm
syllables;	uses metacognitive skills to		predictions using text features,
(vi) identifying and reading at	both develop and deepen		characteristics of genre, and structures with adult assistance;
least 100 high-frequency words	comprehension of increasingly		(G) evaluate details to
from a research-based list;	complex texts.		determine what is most
(C) demonstrate and apply	(B) generate questions about		important with adult assistance
spelling knowledge by:	text before, during, and after		in portant with addit abbibanet
(i) spelling words with closed	reading to deepen		(11) Composition: listening,
syllables, open syllables, VCe	understanding and gain		speaking, reading, writing,
syllables, vowel teams, and	information with adult		and thinking using multiple
r-controlled syllables;	assistance;		textswriting process. The
(iii) spelling words using sound-spelling patterns; and	(D) create mental images to deepen understanding with		student uses the writing
sound-spennig patterns, and	adult assistance;		process recursively to
L	auun assisiance,		



(iv)	spelling high-frequency
wor	ds from a research-based
list;	

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
(C) use text evidence to support an appropriate response;
(D) retell texts in ways that maintain meaning

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. (D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information; (iii)

organizational patterns such as chronological order and description with adult assistance (F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking,

compose multiple texts that
are legible and uses
appropriate conventions.
(A) plan a first draft by
generating ideas for writing
such as by drawing and
brainstorming;
(B) develop drafts in oral,
pictorial, or written form by
(i) organizing with structure;
(ii) developing an idea with
specific and relevant details
(C) revise drafts by adding details in pictures or words
-
(D) edit drafts using standard
English conventions, including: (i) complete sentences with
subject-verb agreement;
(iii) singular, plural, common,
and proper nouns;
(iv) adjectives, including
articles;
(viii.) capitalization for the
beginning of sentences and the
pronoun "I";
(ix) punctuation marks at the
end of declarative, exclamatory,
and interrogative sentences;
(E) publish and share writing.
(12) Composition: listening,
speaking, reading, writing,
and thinking using multiple
textsgenres. The student
uses genre characteristics and
craft to compose multiple
texts that are meaningful.
(A) dictate or compose literary
texts, including personal
narratives and poetry;
(B) dictate or compose
informational texts, including
procedural texts
(12) Inquiny and research.
(13) Inquiry and research:
listening, speaking, reading,
writing, and thinking using multiple texts. The student
engages in both short-term
and sustained recursive
inquiry processes for a variety
of purposes. The student is
expected to:

(A) generate questions for formal and informal inquiry with adult assistance;(B) develop and follow a research plan with adult assistance;



Grade 1 - ELAR Standards at a Glance 24-25			
	reading, writing, and thinking		(C) identify and gather relevant
	using multiple texts. The		sources and information to
	student uses critical inquiry to		answer the questions with adult
	analyze the authors' choices		assistance;
	and how they influence and		(D) demonstrate understanding
	communicate meaning within		of information gathered with
	a variety of texts. The student		adult assistance;
	analyzes and applies the		(E) use an appropriate mode of
	author's craft purposefully in		delivery, whether written, oral,
	order to develop his or her		or multimodal, to present
	own products and		results.
	performances.		
	(A) discuss the author's purpose		
	for writing text;		
	(B) discuss how the use of text		
	structure contributes to the		
	author's purpose;		
	(C) discuss with adult		
	assistance the author's use of		
	print and graphic features to		
	achieve specific purposes;		
	(D) discuss how the author		
	uses words that help the reader		
	visualize; and		
	(E) listen to and experience		
	first- and third-person texts.		
	first and third person texts.		
	(11) Composition: listening,		
	speaking, reading, writing,		
	and thinking using multiple		
	textswriting process. The		
	student uses the writing		
	process recursively to		
	compose multiple texts that		
	are legible and uses		
	appropriate conventions.		
	(B) develop drafts in oral,		
	pictorial, or written form by:		
	(ii) developing an idea with		
	specific and relevant details;		
	(12) Composition: listening,		
	speaking, reading, writing,		
	and thinking using multiple		
	textsgenres. The student		
	uses genre characteristics and		
	craft to compose multiple		
	texts that are meaningful. The		
	student is expected to:		
	(A) dictate or compose literary		
	texts, including personal		
	narratives and poetry;		
	(B) dictate or compose		
	informational texts, including		
	procedural texts;		
	(13) Inquiry and research.		
	(13) Inquiry and research: listening, speaking, reading,		
	writing, and thinking using		
	withing, and thinking using		



Grade 1 - ELAK Standards at a Grance 24-25			
	multiple texts. The student		
	engages in both short-term		
	and sustained recursive		
	inquiry processes for a variety		
	of purposes. The student is		
	expected to:		
	(D) demonstrate understanding		
	of information gathered with		
	adult assistance; and		
	(E) use an appropriate mode of		
	delivery, whether written, oral,		
	or multimodal, to present		
	results.		

2nd Nine Weeks			
		e weeks 5/2024 – 12/20/2024	
	e e e e e e e e e e e e e e e e e e e	/2024 – 12/20/2024 davs	
Content Area: English Langua	age Arts and Reading (ELAR) Sta		de Revision Date: 06/2024
		ing Calendar When Lesson Plannin	
		Strands Yellow High Stakes Stra	
FOUNDATIONAL	READING	VOCABULARY	WRITING
LANGUAGE SKILLS	Module 4: Better Together	Module 4: Better Together	Module 4: Better Together
Module 4: Better Together			
(2) Developing and sustaining	(1) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:
listening, speaking, reading,	listening, speaking,	listening, speaking, reading,	listening, speaking,
writing, and	discussion, and	writing, and	discussion, and
thinkingbeginning reading	thinking—oral language.	thinkingbeginning reading	thinking—oral language.
and writing. The student	The student develops oral	and writing. The student	The student develops oral
develops word structure	language through listening,	develops word structure	language through listening,
knowledge through	speaking, and discussion.	knowledge through	speaking, and discussion.
phonological awareness, print	The student is expected to:	phonological awareness, print	The student is expected to:
concepts, phonics, and	(B) follow, restate, and give	concepts, phonics, and	(A) listen actively/ask and
morphology to communicate,	oral instructions that involve a	morphology to communicate,	answer questions;
decode, and spell. The student	short, related sequence of	decode, and spell. The student	(C) share information and ideas
is expected to:	actions	is expected to:	about the topic under
(A) demonstrate phonological		(B) demonstrate and apply	discussion, speaking clearly at
awareness by:	(2) Developing and sustaining	phonetic knowledge by:	an appropriate pace and using
(ii) recognizing spoken	foundational language skills:	(iv) using knowledge of base	the conventions of language;
alliteration or groups of words	listening, speaking, reading,	words to decode common	(D) work collaboratively with
that begin with the same spoken	writing, and	compound words and	others by following
onset or initial sound;	thinkingbeginning reading	contractions;	agreed-upon rules for
(iv) recognizing the change in	and writing. The student	(E) alphabetize a series of	discussion, including listening
spoken word when a specified	develops word structure	words to the first or second	to others, speaking when
phoneme is added, changed, or	knowledge through	letter and use a dictionary to	recognized, and making
removed;	phonological awareness, print	find words;	appropriate contributions;
(v) blending spoken phonemes	concepts, phonics, and		
to form one-syllable words,	morphology to communicate,	(3) Developing and sustaining	(3) Developing and sustaining
including initial and/or final	decode, and spell. The student	foundational language skills:	foundational language skills:
consonant blends;	is expected to:	listening, speaking, reading,	listening, speaking, reading,
(vi) manipulating phonemes	(D) demonstrate print	writing, and	writing, and
within base words;	awareness by identifying the	thinkingvocabulary. The	thinkingvocabulary. The
(vii) segmenting spoken	information that different parts	student uses newly acquired	student uses newly acquired
one-syllable words of three to	of a book provide;	vocabulary expressively.	vocabulary expressively.
five phonemes into individual			



phonemes, including words with initial and/or final consonant blends: (B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at

least 100 high-frequency words from a research-based list: (C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs: (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list:

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Department of Curriculum and InstructionGrade 1 - ELAR Standards at a Glance 24-25(3) Developing and sustaining(A) use a resource such as a

foundational language skills:

listening, speaking, reading,

thinking--vocabulary. The

vocabulary expressively.

(6) Comprehension skills:

listening, speaking, reading,

writing, and thinking using

multiple texts. The student

uses metacognitive skills to

comprehension of increasingly

personal experiences, ideas in

important with adult assistance

(H) synthesize information to

create new understanding with

other texts, and society with

both develop and deepen

(E) make connections to

(G) evaluate details to

determine what is most

student uses newly acquired

(D) identify and use words that name actions, directions,

positions, sequences, categories,

writing, and

and locations.

complex texts.

adult assistance:

adult assistance;

(A) use a resource such as a picture dictionary or digital resource to find words;
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

(C) identify the meaning of words with the affixes -s, -ed, and -ing; and
(D) identify and use words that

name actions, directions, positions, sequences, categories, and locations.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

(A) establish purpose for reading assigned and self-selected texts with adult assistance;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (v) adverbs that convey time;

ing, e ne

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are

read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources

(C) use text evidence to support an appropriate response;

(D) retell texts in ways that maintain meaning;

(E) interact with sources in meaningful ways such as illustrating or writing;

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and



Grade 1 - ELAR Sta	ndards at a Glance 24-25	
diverse literary texts. The		(vi) prepositions;
student is expected to:		(viii) capitalization for the
(A) discuss topics and		beginning of sentences and the
determine theme using text		pronoun "I";
evidence with adult assistance		(ix) punctuation marks at the
(B) describe the main		end of declarative, exclamatory,
character(s) and the reason(s)		and interrogative sentences;
for their actions;		(E) publish and share writing.
		(12) Composition: listening,
(9) Multiple genres: listening,		speaking, reading, writing,
speaking, reading, writing,		and thinking using multiple
and thinking using multiple		textsgenres. The student
textsgenres. The student		uses genre characteristics and
recognizes and analyzes		craft to compose multiple
genre-specific characteristics,		texts that are meaningful.
structures, and purposes		(B) dictate or compose
within and across increasingly complex traditional,		informational texts, including
contemporary, classical, and		procedural texts
diverse texts.		
$\frac{(D)}{(D)}$ recognize characteristics		
and structures of informational		
text, including:		
(i) the central idea and		
supporting evidence with adult		
assistance		
(ii) features and simple		
graphics to locate or gain		
information; and		
(E) recognize characteristics of		
persuasive text with adult		
assistance and state what the		
author is trying to persuade the		
reader to think or do		
(F) recognize characteristics of		
multimodal and digital texts.		
(10) Author's nurness and		
(10) Author's purpose and craft: listening, speaking,		
reading, writing, and thinking		
using multiple texts. The		
student uses critical inquiry to		
analyze the authors' choices		
and how they influence and		
communicate meaning within		
a variety of texts. The student		
analyzes and applies author's		
craft purposefully in order to		
develop his or her own		
products and performances.		
(A) discuss the author's purpose		
for writing text;		
(B) discuss how the use of text		
structure contributes to the		
author's purpose;		
(C) discuss with adult		
assistance the author's use of		
print and graphic features to		
achieve specific purposes;		



<u>Grade 1 - ELAR Sta</u>	<u>ndards at a Glance 24-25</u>	
(E) listen to and experience		
first- and third-person texts		
(11) Composition: listening,		
speaking, reading, writing,		
and thinking using multiple		
textswriting process. The		
student uses the writing		
process recursively to		
compose multiple texts that		
are legible and uses		
appropriate conventions.		
(A) plan a first draft by		
generating ideas for writing		
such as by drawing and		
brainstorming;		
(B) develop drafts in oral,		
pictorial, or written form by;		
(i) organizing with structure;		
(ii) developing an idea with		
specific and relevant details		
(D) edit drafts using standard		
English conventions, including:		
(ii) past and present verb tense;		
(ii) past and present verb tense,		
(12) Composition: listening,		
speaking, reading, writing,		
and thinking using multiple		
textsgenres. The student		
uses genre characteristics and		
craft to compose multiple		
texts that are meaningful. The		
student is expected to:		
(B) dictate or compose		
informational texts, including		
procedural texts;		
(13) Inquiry and research:		
listening, speaking, reading,		
writing, and thinking using		
multiple texts. The student		
engages in both short-term		
and sustained recursive		
inquiry processes for a variety		
of purposes. The student is		
expected to:		
(D) demonstrate understanding		
of information gathered with		
adult assistance;		

3rd Nine Weeks Date Range: 01/7/2025– 03/6/2025 39 days	
	el: 1 st Grade Revision Date: 06/2024
**Refer to the Year at a Glance and Pacing Calendar When Lesson Standard Key: Blue= Highest Stakes Strands Yellow= High St	



Department of Curriculum and Instruction

	Grade 1 - ELAR Standards at a Glance 24-25			
FOUNDATIONAL	READING	VOCABULARY	WRITING	
LANGUAGE SKILLS	Module 5: Now You See It,	Module 5: Now You See It.	Module 5: Now You See It.	
Module 5: Now You See It,	Now You Don't	Now You Don't	Now You Don't	
Now You Don't				
(2) Developing and sustaining	(2) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining	
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:	
listening, speaking, reading,	listening, speaking, reading,	listening, speaking, reading,	listening, speaking,	
writing, and	writing, and	writing, and	discussion, and	
thinkingbeginning reading	thinkingbeginning reading	thinkingbeginning reading	thinking—oral language.	
and writing. The student	and writing. The student	and writing. The student	The student develops oral	
develops word structure	develops word structure	develops word structure	language through listening,	
knowledge through	knowledge through	knowledge through	speaking, and discussion.	
phonological awareness, print	phonological awareness, print	phonological awareness, print	The student is expected to:	
concepts, phonics, and	concepts, phonics, and	concepts, phonics, and	(A) listen actively/ask and	
morphology to communicate,	morphology to communicate,	morphology to communicate,	answer questions;	
decode, and spell. The student	decode, and spell. The student	decode, and spell. The student	(C) share information and ideas	
is expected to:	is expected to:	is expected to:	about the topic under	
(A) demonstrate phonological	(D) demonstrate print	(B) demonstrate and apply	discussion, speaking clearly at	
awareness by:	awareness by identifying the	phonetic knowledge by:	an appropriate pace and using	
(iv) recognizing the change in	information that different parts	(iv) using knowledge of base	the conventions of language;	
spoken word when a specified	of a book provide;	words to decode common	(D) work collaboratively with	
phoneme is added, changed, or		compound words and	others by following	
removed;	(6) Comprehension skills:	contractions;	agreed-upon rules for	
(v) blending spoken phonemes	listening, speaking, reading,	(E) alphabetize a series of	discussion, including listening	
to form one-syllable words,	writing, and thinking using	words to the first or second	to others, speaking when	
including initial and/or final	multiple texts. The student	letter and use a dictionary to	recognized, and making	
consonant blends;	uses metacognitive skills to	find words;	appropriate contributions;	
(vi) manipulating phonemes	both develop and deepen			
within base words;	comprehension of increasingly	(3) Developing and sustaining	(3) Developing and sustaining	
(vii) segmenting spoken one-syllable words of three to	complex texts. (C) make, correct, or confirm	foundational language skills: listening, speaking, reading,	foundational language skills: listening, speaking, reading,	
five phonemes into individual	predictions using text features,	writing, and	writing, and	
phonemes, including words	characteristics of genre, and	thinkingvocabulary. The	thinkingvocabulary. The	
with initial and/or final	structures with adult assistance;	student uses newly acquired	student uses newly acquired	
consonant blends;	(E) make connections to	vocabulary expressively.	vocabulary expressively.	
(B) demonstrate and apply	personal experiences, ideas in	(A) use a resource such as a	(B) use illustrations and texts	
phonetic knowledge by:	other texts, and society with	picture dictionary or digital	the student is able to read or	
(i) decoding words in isolation	adult assistance;	resource to find words;	hear to learn or clarify word	
and in context by applying	(F) make inferences and use	(C) identify the meaning of	meanings;	
common letter sound	evidence to support	words with the affixes -s, -ed,	(C) identify the meaning of	
correspondences;	understanding with adult	and -ing; and	words with the affixes -s, -ed,	
(ii) decoding words with initial	assistance;	(D) identify and use words that	and -ing; and	
and final consonant blends,		name actions, directions,	(D) identify and use words that	
digraphs, and trigraphs	(7) Response skills: listening,	positions, sequences, categories,	name actions, directions,	
(iv) using knowledge of base	speaking, reading, writing,	and locations.	positions, sequences, categories,	
words to decode common	and thinking using multiple		and locations.	
compound words and	texts. The student responds to			
contractions; (v) decoding words with	an increasingly challenging variety of sources that are		(6) Comprehension skills: listening, speaking, reading,	
inflectional endings, including	read, heard, or viewed. The		writing, and thinking using	
-ed, -s, and -es; and	student is expected to:		multiple texts. The student	
(vi) identifying and reading at	(A) describe personal		uses metacognitive skills to	
least 100 high-frequency words	connections to a variety of		both develop and deepen	
from a research-based list;	sources;		comprehension of increasingly	
(C) demonstrate and apply	,		complex texts.	
spelling knowledge by:	(8) Multiple genres: listening,		(A) establish purpose for	
(i) spelling words with closed	speaking, reading, writing,		reading assigned and	
syllables, open syllables, VCe	and thinking using multiple		self-selected texts with adult	
syllables, vowel teams, and	textsliterary elements. The		assistance;	
r-controlled syllables;	student recognizes and			



(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;
(iii) spelling words using sound-spelling patterns; and
(iv) spelling high-frequency words from a research-based list;

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) discuss topics and determine theme using text evidence with adult assistance; (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(D) recognize characteristics and structures of informational text, including:

(i) the central idea and supporting evidence with adult assistance

(ii) features and simple graphics to locate or gain information; and
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do
(F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. text before, during, and after reading to deepen understanding and gain information with adult assistance: (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; (G) evaluate details to determine what is most important with adult assistance (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(B) generate questions about

(B) describe the main character(s) and the reason(s) for their actions;(D) describe the setting

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;



 <u>Grade 1 - ELAR Sta</u>	<u>ndards at a Glance 24-25</u>	
(A) discuss the author's purpose		(B) develop drafts in oral,
for writing text;		pictorial, or written form by
(B) discuss how the use of text		(i) organizing with structure;
structure contributes to the		(ii) developing an idea with
author's purpose;		specific and relevant details;
(C) discuss with adult		(C) revise drafts by adding
assistance the author's use of		details in pictures or words;
print and graphic features to		(D) edit drafts using standard
achieve specific purposes;		English conventions, including:
achieve specific purposes,		(i) complete sentences with
(11) Compositions listoning		
(11) Composition: listening,		subject-verb agreement;
speaking, reading, writing,		(ii) past and present verb tense;
and thinking using multiple		(iii) singular, plural, common,
textswriting process. The		and proper nouns;
student uses the writing		(iv) adjectives, including
process recursively to		articles;
compose multiple texts that		(v) adverbs that convey time;
are legible and uses		(vi) prepositions;
appropriate conventions.		(viii) capitalization for the
(B) develop drafts in oral,		beginning of sentences and the
pictorial, or written form by;		pronoun "I";
(ii) developing an idea with		(ix) punctuation marks at the
specific and relevant details;		end of declarative, exclamatory,
(D) edit drafts using standard		and interrogative sentences;
English conventions, including:		(E) publish and share writing.
(iv) adjectives, including		
articles;		(12) Composition: listening,
(ix) punctuation marks at the		speaking, reading, writing,
		and thinking using multiple
end of declarative, exclamatory,		textsgenres. The student
and interrogative sentences;		uses genre characteristics and
(12) Compositions listoning		craft to compose multiple
(12) Composition: listening,		texts that are meaningful.
speaking, reading, writing,		(A) dictate or compose literary
and thinking using multiple		texts, including personal
textsgenres. The student		narratives and poetry
uses genre characteristics and		(B) dictate or compose
craft to compose multiple		informational texts, including
texts that are meaningful. The		procedural texts
student is expected to:		procedulul texts
(B) dictate or compose		
informational texts, including		
procedural texts;		
-		
(13) Inquiry and research:		
listening, speaking, reading,		
writing, and thinking using		
multiple texts. The student		
engages in both short-term		
and sustained recursive		
inquiry processes for a variety		
of purposes. The student is		
expected to:		
(D) demonstrate understanding		
of information gathered with		
adult assistance;		



Department of Curriculum and Instruction

Grade 1 - ELAR Standards at a Glance 24-25

3rd Nine Weeks	
Date Range: 01/7/2025-03/6/2025	

	3 9 d	lays	
Content Area: English Langua	nge Arts and Reading (ELAR) Sta	andards Grade Level: 1 st Gra	ade Revision Date: 06/2024
**R6	efer to the Year at a Glance and Pac	ing Calendar When Lesson Plannin	ıg. **
Sta	ndard Key: Blue Highest Stakes	Strands Yellow = High Stakes Stra	ands
FOUNDATIONAL	READING	VOCABULARY	<u>WRITING</u>
LANGUAGE SKILLS	Module 6: Celebrate America	Module 6: Celebrate America	Module 6: Celebrate America
Module 6: Celebrate America			
(2) Developing and sustaining	(2) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:
listening, speaking, reading,	listening, speaking, reading,	listening, speaking, reading,	listening, speaking,
writing, and	writing, and	writing, and	discussion, and
thinkingbeginning reading	thinkingbeginning reading	thinkingbeginning reading	thinking—oral language.
and writing. The student	and writing. The student	and writing. The student	The student develops oral
develops word structure	develops word structure	develops word structure	language through listening,
knowledge through	knowledge through	knowledge through	speaking, and discussion.
phonological awareness, print	phonological awareness, print	phonological awareness, print	The student is expected to:
concepts, phonics, and	concepts, phonics, and	concepts, phonics, and	(A) listen actively/ask and
morphology to communicate,	morphology to communicate,	morphology to communicate,	answer questions;
decode, and spell. The student	decode, and spell. The student	decode, and spell. The student	(C) share information and idea about the topic under
is expected to: (A) demonstrate phonological	is expected to: (D) demonstrate print	is expected to: (E) alphabetize a series of	discussion, speaking clearly at
awareness by:	awareness by identifying the	words to the first or second	an appropriate pace and using
(i) producing a series of	information that different parts	letter and use a dictionary to	the conventions of language;
rhyming words;	of a book provide;	find words;	(D) work collaboratively with
(iv) recognizing the change in	(E) alphabetize a series of	lina words,	others by following
spoken word when a specified	words to the first or second	(3) Developing and sustaining	agreed-upon rules for
phoneme is added, changed, or	letter and use a dictionary to	foundational language skills:	discussion, including listening
removed;	find words;	listening, speaking, reading,	to others, speaking when
(v) blending spoken phonemes		writing, and	recognized, and making
to form one-syllable words,	(3) Developing and sustaining	thinkingvocabulary. The	appropriate contributions;
including initial and/or final	foundational language skills:	student uses newly acquired	
consonant blends;	listening, speaking, reading,	vocabulary expressively.	(3) Developing and sustaining
(vi) manipulating phonemes	writing, and	(A) use a resource such as a	foundational language skills:
within base words;	thinkingvocabulary. The	picture dictionary or digital	listening, speaking, reading,
(vii) segmenting spoken	student uses newly acquired	resource to find words;	writing, and
one-syllable words of three to	vocabulary expressively.	(B) use illustrations and texts	thinkingvocabulary. The
five phonemes into individual	(A) use a resource such as a	the student is able to read or	student uses newly acquired
phonemes, including words	picture dictionary or digital	hear to learn or clarify word	vocabulary expressively.
with initial and/or final	resource to find words;	meanings;	(B) use illustrations and texts
consonant blends;		(D) identify and use words that	the student is able to read or
(B) demonstrate and apply	(6) Comprehension skills:	name actions, directions,	hear to learn or clarify word
phonetic knowledge by:	listening, speaking, reading,	positions, sequences, categories,	meanings;
(i) decoding words in isolation	writing, and thinking using	and locations.	(D) identify and use words that
and in context by applying	multiple texts. The student		name actions, directions,
common letter sound	uses metacognitive skills to		positions, sequences, categories
correspondences; (iii) decoding words with	both develop and deepen		and locations.
closed syllables; open syllables;	comprehension of increasingly complex texts.		(6) Comprehension skills:
VCe syllables; vowel teams,	(C) make, correct, or confirm		listening, speaking, reading,
including vowel digraphs and	predictions using text features,		writing, and thinking using
diphthongs; and r-controlled	characteristics of genre, and		multiple texts. The student
syllables;	structures with adult assistance;		uses metacognitive skills to
(vi) identifying and reading at	(G) evaluate details to		both develop and deepen
least 100 high-frequency words	determine what is most		comprehension of increasingl
from a research-based list;	important with adult assistance;		complex texts.
(vi) identifying and reading at	portant with addit abbibtance,		(A) establish purpose for
least 100 high-frequency words	(7) Response skills: listening,		reading assigned and
from a research-based list;	speaking, reading, writing,		



	<u>Grade 1 - ELAR Sta</u>	ndards at a Glance 24-25	
(C) demonstrate and apply	and thinking using multiple		self-selected texts with adult
spelling knowledge by:	texts. The student responds to		assistance;
(i) spelling words with closed	an increasingly challenging		(B) generate questions about
syllables, open syllables, VCe	variety of sources that are		text before, during, and after
syllables, vowel teams, and	read, heard, or viewed. The		reading to deepen
r-controlled syllables;	student is expected to:		understanding and gain
(iii) spelling words using	(A) describe personal		information with adult
sound-spelling patterns;	connections to a variety of		assistance;
(iv) spelling high-frequency	sources;		(C) make, correct, or confirm
words from a research-based			predictions using text features,
list;	(8) Multiple genres: listening,		characteristics of genre, and
	speaking, reading, writing,		structures with adult assistance;
(4) Developing and sustaining	and thinking using multiple		(E) make connections to
foundational language skills:	textsliterary elements. The		personal experiences, ideas in
listening, speaking, reading,	student recognizes and		other texts, and society with
writing, and	analyzes literary elements		adult assistance;
thinkingfluency. The student	within and across increasingly		
reads grade-level text with	complex traditional,		(8) Multiple genres: listening,
fluency and comprehension.	contemporary, classical, and		speaking, reading, writing,
The student is expected to use	diverse literary texts. The		and thinking using multiple
appropriate fluency (rate,	student is expected to:		textsliterary elements. The
accuracy, and prosody) when	(B) describe the main		student recognizes and
reading grade-level text.	character(s) and the reason(s)		analyzes literary elements
	for their actions;		within and across increasingly
	(C) describe plot elements,		complex traditional,
	including the main events, the		contemporary, classical, and
	problem, and the resolution, for		diverse literary texts. The
	texts read aloud and		student is expected to:
	independently;		(B) describe the main
	(D) describe the setting		character(s) and the reason(s)
			for their actions;
	(9) Multiple genres: listening,		(C) describe plot elements,
	speaking, reading, writing,		including the main events, the
	and thinking using multiple		problem, and the resolution, for
	textsgenres. The student		texts read aloud and
	recognizes and analyzes		independently;
	genre-specific characteristics,		1
	structures, and purposes		(11) Composition: listening,
	within and across increasingly		speaking, reading, writing,
	complex traditional,		and thinking using multiple
	contemporary, classical, and		textswriting process. The
	diverse texts.		student uses the writing
	(A) demonstrate knowledge of		process recursively to
	distinguishing characteristics of		compose multiple texts that
	well-known children's literature		are legible and uses
	such as folktales, fables, fairy		appropriate conventions.
	tales, and nursery rhymes;		(A) plan a first draft by
	(B) discuss rhyme, rhythm,		generating ideas for writing
	repetition, and alliteration in a		such as by drawing and
	variety of poems;		brainstorming;
	(C) discuss elements of drama		(C) revise drafts by adding
	such as characters and setting;		details in pictures or words;
	(D) recognize characteristics		(D) edit drafts using standard
	and structures of informational		English conventions, including:
	text, including:		(i) complete sentences with
	(ii) features and simple		subject-verb agreement;
	graphics to locate or gain		(ii) past and present verb tense;
	information;		(iii) singular, plural, common,
	(iii) organizational patterns		and proper nouns;
	such as chronological order and		
		-	



Officer Elineou	nuur us ur u Glunee I i Ie	
description with adult assistance; (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; (F) recognize characteristics of multimodal and digital texts.		 (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; (E) publish and share writing.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to		 (12) Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. (A) dictate or compose literary texts, including personal narratives and poetry
 develop his or her own products and performances. (A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; (D) discuss how the author uses words that help the reader visualize; (E) listen to and experience first- and third-person texts. 		
 (11) Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. (B) develop drafts in oral, pictorial, or written form by; (ii) developing an idea with specific and relevant details; 		
(12) Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.		



Graue 1 - ELAK Stanuarus at a Grance 24-25		
(A) dictate or compose literary		
texts, including personal		
narratives and poetry		
(B) dictate or compose		
informational texts, including		
procedural texts;		

3rd Nine Weeks				
Date Range: 01/7/2025-03/6/2025				
Contant Areas English Longe	39 days Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: 1 st Grade Revision Date: 06/2024			
	efer to the Year at a Glance and Pac			
	ndard Key: Blue Highest Stakes			
FOUNDATIONAL	READING	VOCABULARY	WRITING	
LANGUAGE SKILLS	Module 7	Module 7	Module 7	
Module 7				
(2) Developing and sustaining	(3) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining	
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:	
listening, speaking, reading,	listening, speaking, reading,	listening, speaking, reading,	listening, speaking, discussion,	
writing, and	writing, and	writing, and	and thinkingoral language.	
thinkingbeginning reading	thinkingvocabulary. The	thinkingbeginning reading	The student develops oral	
and writing. The student	student uses newly acquired	and writing. The student	language through listening,	
develops word structure	vocabulary expressively. The	develops word structure	speaking, and discussion. The	
knowledge through	student is expected to:	knowledge through	student is expected to:	
phonological awareness, print	(B) use illustrations and texts	phonological awareness, print	(A) listen actively, ask relevant	
concepts, phonics, and morphology to communicate,	the student is able to read or hear to learn or clarify word	concepts, phonics, and morphology to communicate,	questions to clarify information, and answer questions using	
decode, and spell. The student	meanings;	decode, and spell. The student	multi-word responses;	
is expected to:	(D) identify and use words that	is expected to:	(C) share information and ideas	
(A) demonstrate phonological	name actions, directions,	(E) alphabetize a series of	about the topic under	
awareness by:	positions, sequences, categories,	words to the first or second	discussion, speaking clearly at	
(i) producing a series of	and locations.	letter and use a dictionary to	an appropriate pace and using	
rhyming words;		find words;	the conventions of language;	
(iv) recognizing the change in	(6) Comprehension skills:		(D) work collaboratively with	
spoken word when a specified	listening, speaking, reading,	(3) Developing and sustaining	others by following	
phoneme is added, changed, or	writing, and thinking using	foundational language skills:	agreed-upon rules for	
removed;	multiple texts. The student	listening, speaking, reading,	discussion, including listening	
(v) blending spoken phonemes	uses metacognitive skills to	writing, and	to others, speaking when	
to form one-syllable words,	both develop and deepen	thinkingvocabulary. The	recognized, and making	
including initial and/or final	comprehension of increasingly	student uses newly acquired	appropriate contributions;	
consonant blends;	complex texts. The student is	vocabulary expressively. The		
(vi) manipulating phonemes	expected to:	student is expected to:	(2) Developing and sustaining	
within base words;	(F) make inferences and use	(A) use a resource such as a night of the second se	foundational language skills:	
(vii) segmenting spoken one-syllable words of three to	evidence to support understanding with adult	picture dictionary or digital resource to find words;	listening, speaking, reading, writing, and	
five phonemes into individual	assistance;	(D) identify and use words that	thinkingbeginning reading	
phonemes, including words	(H) synthesize information to	name actions, directions,	and writing. The student	
with initial and/or final	create new understanding with	positions, sequences, categories,	develops word structure	
consonant blends;	adult assistance;	and locations.	knowledge through	
(B) demonstrate and apply	(I) monitor comprehension and		phonological awareness, print	
phonetic knowledge by:	make adjustments such as		concepts, phonics, and	
(i) decoding words in isolation	re-reading, using background		morphology to communicate,	
and in context by applying	knowledge, checking for visual		decode, and spell. The student	
common letter sound	cues, and asking questions		is expected to:	
correspondences;	when understanding breaks		(F) develop handwriting by	
(ii) decoding words with initial	down.		printing words, sentences, and	
and final consonant blends,			answers legibly leaving	
digraphs, and trigraphs;			l	



(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;

(iv) using knowledge of base words to decode common compound words and contractions;

(vi) identifying and reading at least 100 high-frequency words from a research-based list: (C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns: (iv) spelling high-frequency words from a research-based list

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) describe the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea and supporting evidence with adult assistance;

(ii) features and simple graphics to locate or gain information; and

(iii) organizational patterns such as chronological order and description with adult

assistance; (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;

(F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to appropriate spaces between words.

(3) Developing and sustaining

foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use a resource such as a picture dictionary or digital resource to find words; (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(D) create mental images to deepen understanding with adult assistance

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
(A) describe personal connections to a variety of sources;

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:



<u>Grade 1 - ELAR Stai</u>	ndards at a Glance 24-25	
develop his or her own		(B) discuss rhyme, rhythm,
products and performances.		repetition, and alliteration in a
The student is expected to:		variety of poems;
(A) discuss the author's		variety of poenis,
purpose for writing text;		(10) Author's purpose and
(B) discuss how the use of text		craft: listening, speaking,
structure contributes to the		reading, writing, and thinking
author's purpose;		using multiple texts. The
(E) listen to and experience		student uses critical inquiry to
first- and third-person texts.		analyze the authors' choices
		and how they influence and
(11) Composition: listening,		communicate meaning within
speaking, reading, writing,		a variety of texts. The student
and thinking using multiple		analyzes and applies author's
textswriting process. The		craft purposefully in order to
student uses the writing		
		develop his or her own
process recursively to		products and performances.
compose multiple texts that		The student is expected to:
are legible and uses		(B) discuss how the use of text
appropriate conventions. The		structure contributes to the
student is expected to:		author's purpose;
(B) develop drafts in oral,		(D) discuss how the author
pictorial, or written form by:		uses words that help the reader
(ii) developing an idea with		visualize;
specific and relevant details;		
(D) edit drafts using standard		(11) Composition: listening,
English conventions, including:		speaking, reading, writing,
(iii) singular, plural, common,		and thinking using multiple
and proper nouns;		textswriting process. The
(iv) adjectives, including		student uses the writing
articles;		process recursively to
(viii) capitalization for the		compose multiple texts that
beginning of sentences and the		are legible and uses
pronoun "I";		appropriate conventions. The
		student is expected to:
(12) Composition: listening,		(A) plan a first draft by
speaking, reading, writing,		generating ideas for writing
and thinking using multiple		such as by drawing and
textsgenres. The student		brainstorming;
uses genre characteristics and		(B) develop drafts in oral,
craft to compose multiple		pictorial, or written form by:
texts that are meaningful. The		(i) organizing with structure;
student is expected to:		(ii) developing an idea with
(B) dictate or compose		specific and relevant details;
informational texts, including		(C) revise drafts by adding
procedural texts; and		details in pictures or words;
(C) dictate or compose		(D) edit drafts using standard
correspondence such as thank		English conventions, including:
you notes or letters.		(i) complete sentences with
5		subject-verb agreement;
(13) Inquiry and research:		(ii) past and present verb tense;
listening, speaking, reading,		(iii) singular, plural, common,
writing, and thinking using		and proper nouns;
multiple texts. The student		(vii) pronouns, including
engages in both short-term		subjective, objective, and
and sustained recursive		possessive cases;
inquiry processes for a variety		(viii) capitalization for the
of purposes. The student is		beginning of sentences and the
expected to:		pronoun "I";



(Λ) generate questions for (Λ)	
	(ix) punctuation marks at the
	end of declarative, exclamatory,
with adult assistance; a	and interrogative sentences; and
	(x) correct spelling of words
	with grade-appropriate
assistance;	orthographic patterns and rules
(C) identify and gather relevant	and high-frequency words with
sources and information to a	adult assistance;
answer the questions with adult	(E) publish and share writing.
assistance;	
	(12) Composition: listening,
	speaking, reading, writing,
1	and thinking using multiple
	textsgenres. The student
	uses genre characteristics and
	craft to compose multiple
	texts that are meaningful. The
8	student is expected to:
	(A) dictate or compose literary
	texts, including personal
	narratives and poetry;

4th Nine Weeks Date Range: 03/17/2025 – 05/30/2025 52 days						
Content Area: English Langua	Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: 1 st Grade Revision Date: 06/2024					
	**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. **					
Sta	ndard Key: <mark>Blue</mark> = Highest Stakes S	Strands <u>Yellow</u> = High Stakes Stra	ands			
FOUNDATIONAL READING VOCABULARY WRITING						
LANGUAGE SKILLS	<u>Module 8</u>	<u>Module 8</u>	<u>Module 8</u>			
Module 8						



Department of Curriculum and Instruction

	<u>Grade 1 - ELAR Star</u>	ndards at a Glance 24-25	
	4th Nine		
	Date Range: 03/17 52 d		
Content Area: English Langua	ge Arts and Reading (ELAR) Sta		de Revision Date: 06/2024
		ing Calendar When Lesson Plannin	
		Strands Yellow = High Stakes Stra	
FOUNDATIONAL	<u>READING</u>	VOCABULARY	WRITING Madala 0
LANGUAGE SKILLS Module 9	<u>Module 9</u>	Module 9	<u>Module 9</u>
(2) Developing and sustaining	(2) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:
listening, speaking, reading,	listening, speaking, reading,	listening, speaking, reading,	listening, speaking, discussion,
writing, and thinkingbeginning reading	writing, and thinkingbeginning reading	writing, and thinkingbeginning reading	and thinkingoral language. The student develops oral
and writing. The student	and writing. The student	and writing. The student	language through listening,
develops word structure	develops word structure	develops word structure	speaking, and discussion. The
knowledge through	knowledge through	knowledge through	student is expected to:
phonological awareness, print concepts, phonics, and	phonological awareness, print concepts, phonics, and	phonological awareness, print concepts, phonics, and	(A) listen actively, ask relevant questions to clarify information,
morphology to communicate,	morphology to communicate,	morphology to communicate,	and answer questions using
decode, and spell. The student	decode, and spell. The student	decode, and spell. The student	multi-word responses;
is expected to:	is expected to:	is expected to:	(C) share information and ideas
(A) demonstrate phonological awareness by:	(D) demonstrate print awareness by identifying the	(E) alphabetize a series of words to the first or second	about the topic under discussion, speaking clearly at
(v) blending spoken phonemes	information that different parts	letter and use a dictionary to	an appropriate pace and using
to form one-syllable words,	of a book provide;	find words;	the conventions of language;
including initial and/or final			(D) work collaboratively with
consonant blends;	(3) Developing and sustaining foundational language skills:	(3) Developing and sustaining foundational language skills:	others by following agreed-upon rules for
(vii) segmenting spoken one-syllable words of three to	listening, speaking, reading,	listening, speaking, reading,	discussion, including listening
five phonemes into individual	writing, and	writing, and	to others, speaking when
phonemes, including words	thinkingvocabulary. The	thinkingvocabulary. The	recognized, and making
with initial and/or final	student uses newly acquired	student uses newly acquired	appropriate contributions;
consonant blends; (B) demonstrate and apply	vocabulary expressively. The student is expected to:	vocabulary expressively. The student is expected to:	(3) Developing and sustaining
phonetic knowledge by:	(D) identify and use words that	(A) use a resource such as a	foundational language skills:
(i) decoding words in isolation	name actions, directions,	picture dictionary or digital	listening, speaking, reading,
and in context by applying	positions, sequences, categories,	resource to find words;	writing, and
common letter sound correspondences;	and locations.	(D) identify and use words that name actions, directions,	thinkingvocabulary. The student uses newly acquired
(ii) decoding words with initial	(6) Comprehension skills:	positions, sequences, categories,	vocabulary expressively. The
and final consonant blends,	listening, speaking, reading,	and locations.	student is expected to:
digraphs, and trigraphs;	writing, and thinking using		(A) use a resource such as a
(iii) decoding words with closed syllables; open syllables;	multiple texts. The student uses metacognitive skills to		picture dictionary or digital resource to find words;
VCe syllables; vowel teams,	both develop and deepen		(B) use illustrations and texts
including vowel digraphs and	comprehension of increasingly		the student is able to read or
diphthongs; and r-controlled	complex texts. The student is		hear to learn or clarify word
syllables; v) decoding words with	expected to: (B) generate questions about		meanings; (D) identify and use words that
inflectional endings, including	text before, during, and after		name actions, directions,
-ed, -s, and -es;	reading to deepen		positions, sequences, categories,
(vi) identifying and reading at	understanding and gain		and locations.
least 100 high-frequency words from a research-based list;	information with adult assistance;		(6) Comprehension skills:
(C) demonstrate and apply	(G) evaluate details to		listening, speaking, reading,
spelling knowledge by:	determine what is most		writing, and thinking using
(i) spelling words with closed	important with adult assistance;		multiple texts. The student
syllables, open syllables, VCe	(I) monitor comprehension and make adjustments such as		uses metacognitive skills to both develop and deepen
	make aujustments such as		



syllables, vowel teams, and r-controlled syllables;
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;
(iii) spelling words using sound-spelling patterns;
(iv) spelling high-frequency words from a research-based list;

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of words with the affixes -s, -ed, and -ing;

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
(C) use text evidence to support an appropriate response;
(D) retell texts in ways that maintain meaning;

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
(D) recognize characteristics and structures of informational text, including:

comprehension of increasingly
complex texts. The student is
expected to:
(A) establish purpose for
reading assigned and
self-selected texts with adult
assistance;
(B) generate questions about
text before, during, and after
reading to deepen
understanding and gain
information with adult
assistance;
(C) make, correct, or confirm
predictions using text features,
characteristics of genre, and
structures with adult assistance;
(E) make connections to
personal experiences, ideas in
other texts, and society with
adult assistance;
udult ussistunce,
(11) Composition: listening,
speaking, reading, writing,
and thinking using multiple
textswriting process. The
textswriting process. The student uses the writing
student uses the writing
student uses the writing process recursively to
student uses the writing process recursively to compose multiple texts that
student uses the writing process recursively to compose multiple texts that are legible and uses
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral,
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by:
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure;
student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by:
 student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and
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 student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (ii) past and present verb tense;
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 student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (ii) past and present verb tense; (iv) adjectives, including articles;
 student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (ii) past and present verb tense; (iv) adjectives, including articles; (vii) pronouns, including
 student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (ii) past and present verb tense; (iv) adjectives, including articles;

possessive cases;(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences;(E) publish and share writing.



Grade 1 - ELAR Star	<u>ndards at a Glance 24-25</u>	
(ii) features and simple		(12) Composition: listening,
graphics to locate or gain		speaking, reading, writing,
information; and		and thinking using multiple
(iii) organizational patterns		textsgenres. The student
such as chronological order and		uses genre characteristics and
description with adult		craft to compose multiple
assistance;		texts that are meaningful. The
(F) recognize characteristics of		student is expected to:
multimodal and digital texts.		(B) dictate or compose
e		informational texts, including
(10) Author's purpose and		procedural texts;
craft: listening, speaking,		r,
reading, writing, and thinking		(13) Inquiry and research:
using multiple texts. The		listening, speaking, reading,
student uses critical inquiry to		writing, and thinking using
analyze the authors' choices		multiple texts. The student
and how they influence and		engages in both short-term
communicate meaning within		and sustained recursive
a variety of texts. The student		inquiry processes for a variety
analyzes and applies author's		of purposes. The student is
craft purposefully in order to		expected to:
develop his or her own		(A) generate questions for
products and performances.		formal and informal inquiry
The student is expected to:		with adult assistance;
(A) discuss the author's		(B) develop and follow a
purpose for writing text;		research plan with adult
(B) discuss how the use of text		assistance;
structure contributes to the		(C) identify and gather relevant
author's purpose;		sources and information to
(C) discuss with adult		answer the questions with adult
assistance the author's use of		assistance;
print and graphic features to		(D) demonstrate understanding
achieve specific purposes;		of information gathered with
achieve specific purposes,		adult assistance;
(11) Composition: listening,		(E) use an appropriate mode of
speaking, reading, writing,		delivery, whether written, oral,
and thinking using multiple		or multimodal, to present
textswriting process. The		
student uses the writing		results.
process recursively to		
compose multiple texts that		
are legible and uses		
appropriate conventions. The		
student is expected to:		
(B) develop drafts in oral,		
pictorial, or written form by:		
(ii) developing an idea with		
specific and relevant details;		
(D) edit drafts using standard		
English conventions, including:		
(iv) adjectives, including		
articles;		
ui ii 0100,		
(12) Composition: listening,		
speaking, reading, writing,		
and thinking using multiple		
textsgenres. The student		
uses genre characteristics and		
craft to compose multiple		
viant to compose multiple		



Grade 1 - ELAR Standards at a Glance 24-25		
texts that are meaningful. The		
student is expected to:		
(A) dictate or compose literary		
texts, including personal		
narratives and poetry;		
(B) dictate or compose		
informational texts, including		
procedural texts; and		
(13) Inquiry and research:		
listening, speaking, reading,		
writing, and thinking using		
multiple texts. The student		
engages in both short-term		
and sustained recursive		
inquiry processes for a variety		
of purposes. The student is		
expected to:		
(D) demonstrate understanding		
of information gathered with		
adult assistance;		



4th Nine Weeks Date Range: 03/17/2025– 05/30/2025				
52 days Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: 1 st Grade Revision Date: 06/2024				
	efer to the Year at a Glance and Pac			
Sta	ndard Key: <mark>Blue</mark> = Highest Stakes	Strands Yellow = High Stakes Stra	ands	
FOUNDATIONAL	READING	VOCABULARY	WRITING	
LANGUAGE SKILLS Module 10	Module 10	Module 10	Module 10	
(2) Developing and sustaining	(3) Developing and sustaining	(2) Developing and sustaining	(1) Developing and sustaining	
foundational language skills:	foundational language skills:	foundational language skills:	foundational language skills:	
listening, speaking, reading,	listening, speaking, reading,	listening, speaking, reading,	listening, speaking, discussion,	
writing, and thinkingbeginning reading	writing, and thinkingvocabulary. The	writing, and thinkingbeginning reading	and thinkingoral language. The student develops oral	
and writing. The student	student uses newly acquired	and writing. The student	language through listening,	
develops word structure	vocabulary expressively. The	develops word structure	speaking, and discussion. The	
knowledge through	student is expected to:	knowledge through	student is expected to:	
phonological awareness, print concepts, phonics, and	(D) identify and use words that name actions, directions,	phonological awareness, print concepts, phonics, and	(A) listen actively, ask relevant questions to clarify information,	
morphology to communicate,	positions, sequences, categories,	morphology to communicate,	and answer questions using	
decode, and spell. The student	and locations.	decode, and spell. The student	multi-word responses;	
is expected to:		is expected to:	(C) share information and ideas	
(A) demonstrate phonological awareness by:	(6) Comprehension skills: listening, speaking, reading,	(E) alphabetize a series of words to the first or second	about the topic under discussion, speaking clearly at	
(v) blending spoken phonemes	writing, and thinking using	letter and use a dictionary to	an appropriate pace and using	
to form one-syllable words,	multiple texts. The student	find words;	the conventions of language;	
including initial and/or final	uses metacognitive skills to		(D) work collaboratively with	
consonant blends; (vii) segmenting spoken	both develop and deepen comprehension of increasingly	(3) Developing and sustaining foundational language skills:	others by following agreed-upon rules for	
one-syllable words of three to	complex texts. The student is	listening, speaking, reading,	discussion, including listening	
five phonemes into individual	expected to:	writing, and	to others, speaking when	
phonemes, including words	(D) create mental images to	thinkingvocabulary. The	recognized, and making	
with initial and/or final consonant blends;	deepen understanding with adult assistance;	student uses newly acquired vocabulary expressively. The	appropriate contributions;	
(B) demonstrate and apply	(E) make connections to	student is expected to:	(3) Developing and sustaining	
phonetic knowledge by:	personal experiences, ideas in	(A) use a resource such as a	foundational language skills:	
(i) decoding words in isolation	other texts, and society with	picture dictionary or digital	listening, speaking, reading,	
and in context by applying common letter sound	adult assistance; (F) make inferences and use	resource to find words;	writing, and	
correspondences;	evidence to support	(D) identify and use words that name actions, directions,	thinkingvocabulary. The student uses newly acquired	
(iii) decoding words with	understanding with adult	positions, sequences, categories,	vocabulary expressively. The	
closed syllables; open syllables;	assistance;	and locations.	student is expected to:	
VCe syllables; vowel teams, including vowel digraphs and	(7) Response skills: listening,		(A) use a resource such as a picture dictionary or digital	
diphthongs; and r-controlled	speaking, reading, writing,		resource to find words;	
syllables;	and thinking using multiple		(B) use illustrations and texts	
(iv) using knowledge of base	texts. The student responds to		the student is able to read or	
words to decode common compound words and	an increasingly challenging variety of sources that are		hear to learn or clarify word meanings;	
contractions;	read, heard, or viewed. The		(D) identify and use words that	
(v) decoding words with	student is expected to:		name actions, directions,	
inflectional endings, including	(A) describe personal		positions, sequences, categories,	
-ed, -s, and -es; and (vi) identifying and reading at	connections to a variety of		and locations.	
least 100 high-frequency words	sources; (C) use text evidence to		(6) Comprehension skills:	
from a research-based list;	support an appropriate		listening, speaking, reading,	
(C) demonstrate and apply	response;		writing, and thinking using	
spelling knowledge by: (i) spelling words with closed	(D) retell texts in ways that maintain meaning;		multiple texts. The student	
syllables, open syllables, VCe	mannani meannig,		uses metacognitive skills to both develop and deepen	
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	Grade I - ELAR Sta	<u>ndards at a Glance 24-25</u>	
syllables, vowel teams, and			comprehension of increasingly
r-controlled syllables;	(8) Multiple genres: listening,		complex texts. The student is
(iii) spelling words using	speaking, reading, writing,		expected to:
sound-spelling patterns; and	and thinking using multiple		(A) establish purpose for
(iv) spelling high-frequency	textsliterary elements. The		reading assigned and
words from a research-based	student recognizes and		self-selected texts with adult
list;	analyzes literary elements		assistance;
(4) Developing and sustaining	within and across increasingly		(B) generate questions about
foundational language skills:	complex traditional,		text before, during, and after
listening, speaking, reading,	contemporary, classical, and		reading to deepen
writing, and	diverse literary texts. The		understanding and gain
thinkingfluency. The student	student is expected to:		information with adult
reads grade-level text with	(A) establish purpose for		assistance;
fluency and comprehension.	reading assigned and		(C) make, correct, or confirm
The student is expected to use	self-selected texts with adult		predictions using text features,
appropriate fluency (rate,	assistance;		characteristics of genre, and
accuracy, and prosody) when	(B) describe the main		structures with adult assistance;
reading grade-level text.	character(s) and the reason(s)		(E) make connections to
	for their actions;		personal experiences, ideas in
	(D) describe the setting.		other texts, and society with
			adult assistance;
	(9) Multiple genres: listening,		
	speaking, reading, writing,		(11) Composition: listening,
	and thinking using multiple		speaking, reading, writing,
	textsgenres. The student		and thinking using multiple
	recognizes and analyzes		textswriting process. The
	genre-specific characteristics,		student uses the writing
	structures, and purposes		process recursively to
	within and across increasingly		compose multiple texts that
	complex traditional,		are legible and uses
	contemporary, classical, and		appropriate conventions. The
	diverse texts. The student is		student is expected to:
	expected to:		(A) plan a first draft by
	(A) demonstrate knowledge of		generating ideas for writing
	distinguishing characteristics of		such as by drawing and
	well-known children's literature		brainstorming;
	such as folktales, fables, fairy		(B) develop drafts in oral,
	tales, and nursery rhymes;		pictorial, or written form by:
	(B) discuss rhyme, rhythm,		(i) organizing with structure;
	repetition, and alliteration in a		
	variety of poems;		(ii) developing an idea with
	(D) recognize characteristics		specific and relevant details;
	and structures of informational		(C) revise drafts by adding
	text, including:		details in pictures or words;
	(i) the central idea and		(D) edit drafts using standard
	supporting evidence with adult		English conventions, including:
	assistance;		(v) adverbs that convey time;
	iii) organizational patterns such		(vii) pronouns, including
	as chronological order and		subjective, objective, and
	description with adult		possessive cases;
	assistance;		(x) correct spelling of words
	(E) recognize characteristics of		with grade-appropriate
	persuasive text with adult		orthographic patterns and rules
	assistance and state what the		and high-frequency words with
	author is trying to persuade the		adult assistance;
	reader to think or do;		(E) publish and share writing.
	(F) recognize characteristics of		(L) profish and share writing.
			(12) Compositions listering
	multimodal and digital texts.		(12) Composition: listening,
			speaking, reading, writing,
			and thinking using multiple



	ndards at a Glance 24-25	
(10) Author's purpose and		textsgenres. The student
craft: listening, speaking,		uses genre characteristics and
reading, writing, and thinking		craft to compose multiple
using multiple texts. The		texts that are meaningful. The
student uses critical inquiry to		student is expected to:
analyze the authors' choices		(B) dictate or compose
and how they influence and		informational texts, including
communicate meaning within		procedural texts;
a variety of texts. The student		
analyzes and applies author's		(13) Inquiry and research:
craft purposefully in order to		listening, speaking, reading,
develop his or her own		writing, and thinking using
products and performances.		multiple texts. The student
The student is expected to:		engages in both short-term
(A) discuss the author's		and sustained recursive
purpose for writing text;		inquiry processes for a variety
(B) discuss how the use of text		of purposes. The student is
structure contributes to the		expected to:
author's purpose;		(A) generate questions for
(D) discuss how the author		formal and informal inquiry
uses words that help the reader		with adult assistance;
visualize;		(B) develop and follow a
(11) Composition: listening,		research plan with adult
speaking, reading, writing,		assistance;
and thinking using multiple		(C) identify and gather relevant
textswriting process. The		sources and information to
student uses the writing		answer the questions with adult
process recursively to		assistance;
compose multiple texts that		(D) demonstrate understanding
are legible and uses		of information gathered with
appropriate conventions. The		adult assistance;
student is expected to:		(E) use an appropriate mode of
(B) develop drafts in oral,		delivery, whether written, oral,
pictorial, or written form by:		or multimodal, to present
(ii) developing an idea with		results.
specific and relevant details;		
(D) edit drafts using standard		
English conventions, including:		
(iv) adjectives, including		
articles;		
(12) Composition: listening,		
speaking, reading, writing,		
and thinking using multiple		
textsgenres. The student		
uses genre characteristics and		
craft to compose multiple		
texts that are meaningful. The		
student is expected to:		
B) dictate or compose		
informational texts, including		
procedural texts;		
(C) dictate or compose		
correspondence such as thank		
you notes or letters.		
you notes of letters.		
(13) Inquiry and research.		
(13) Inquiry and research:		
listening, speaking, reading, writing, and thinking using		
multiple texts. The student		



Grade I - ELAK Sta	indards at a Glance 24-25
engages in both short-term	
and sustained recursive	
inquiry processes for a variety	
of purposes. The student is	
expected to:	
(C) identify and gather relevant	
sources and information to	
answer the questions with adult	
assistance;	
(D) demonstrate understanding	
of information gathered with	
adult assistance; and	
(E) use an appropriate mode of	
delivery, whether written, oral,	
or multimodal, to present	
results.	



4th Nine Weeks Date Range: 03/17/2025 – 05/30/2025 52 days			
Content Area: English Langua	52 (age Arts and Reading (ELAR) Sta		ade Revision Date: 06/2024
		ing Calendar When Lesson Plannin	
		Strands Yellow = High Stakes Stra	
FOUNDATIONAL	READING	<u>VOCABULARY</u>	WRITING
LANGUAGE SKILLS	<u>Module 11</u>	<u>Module 11</u>	<u>Module 11</u>
Module 11 (2) Developing and sustaining	(2) Developing and sustaining	(3) Developing and sustaining	(6) Comprehension skills:
foundational language skills:	foundational language skills:	foundational language skills:	listening, speaking, reading,
listening, speaking, reading,	listening, speaking, reading,	listening, speaking, reading,	writing, and thinking using
writing, and	writing, and	writing, and	multiple texts. The student
thinkingbeginning reading	thinkingbeginning reading	thinkingvocabulary. The	uses metacognitive skills to
and writing. The student	and writing. The student	student uses newly acquired	both develop and deepen
develops word structure	develops word structure	vocabulary expressively.	comprehension of increasingly
knowledge through phonological awareness, print	knowledge through phonological awareness, print		complex texts. The student is expected to:
concepts, phonics, and	concepts, phonics, and		(A) establish purpose for
morphology to communicate,	morphology to communicate,		reading assigned and
decode, and spell. The student	decode, and spell. The student		self-selected texts with adult
is expected to:	is expected to:		assistance;
(A) demonstrate phonological	(D) demonstrate print		(B) generate questions about
awareness by: (iv) recognizing the change in	awareness by identifying the information that different parts		text before, during, and after reading to deepen
spoken word when a specified	of a book provide;		understanding and gain
phoneme is added, changed, or	(3) Developing and sustaining		information with adult
removed;	foundational language skills:		assistance;
(v) blending spoken phonemes	listening, speaking, reading,		(C) make, correct, or confirm
to form one-syllable words,	writing, and		predictions using text features,
including initial and/or final consonant blends;	thinkingvocabulary. The		characteristics of genre, and structures with adult assistance;
(vi) manipulating phonemes	student uses newly acquired vocabulary expressively. The		(E) make connections to
within base words; and	student is expected to:		personal experiences, ideas in
(vii) segmenting spoken	(D) identify and use words that		other texts, and society with
one-syllable words of three to	name actions, directions,		adult assistance;
five phonemes into individual	positions, sequences, categories,		(11) Composition: listening,
phonemes, including words	and locations.		speaking, reading, writing,
with initial and/or final consonant blends;	(9) Multiple genres: listening,		and thinking using multiple textswriting process. The
(B) demonstrate and apply	speaking, reading, writing,		student uses the writing
phonetic knowledge by:	and thinking using multiple		process recursively to
(i) decoding words in isolation	textsgenres. The student		compose multiple texts that
and in context by applying	recognizes and analyzes		are legible and uses
common letter sound	genre-specific characteristics,		appropriate conventions. The
correspondences; (iii) decoding words with	structures, and purposes within and across increasingly		student is expected to: (A) plan a first draft by
closed syllables; open syllables;	complex traditional,		generating ideas for writing
VCe syllables; vowel teams,	contemporary, classical, and		such as by drawing and
including vowel digraphs and	diverse texts. The student is		brainstorming;
diphthongs; and r-controlled	expected to:		(B) develop drafts in oral,
syllables;	(D) recognize characteristics		pictorial, or written form by:
(iv) using knowledge of base words to decode common	and structures of informational		(i) organizing with structure;
compound words and	text, including: (i) the central idea and		(ii) developing an idea with
contractions;	supporting evidence with adult		specific and relevant details;
(v) decoding words with	assistance;		(C) revise drafts by adding
inflectional endings, including	(ii) features and simple		details in pictures or words;
-ed, -s, and -es; and	graphics to locate or gain		(D) edit drafts using standard
L	information; and		English conventions, including:



	<u>Graue I - ELAR Sta</u>	nuarus at a Giance 24-25	
 (vi) identifying and reading at least 100 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list; (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) identify the meaning of words with the affixes -s, -ed, and -ing; 	 (iii) organizational patterns such as chronological order and description with adult assistance; (F) recognize characteristics of multimodal and digital texts. (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) discuss the author's purpose; (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; 		 (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; (E) publish and share writing. (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts that are meaningful. The student is expected to: (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student and the student and thinking using text and text and text and text and text
			(E) publish and share writing.
			(12) Composition: listening,
			0
	author's purpose;		
	(C) discuss with adult		
			student is expected to.
			(13) Inquiry and research:
			engages in both short-term
			and sustained recursive
			inquiry processes for a variety of purposes. The student is
			expected to:
			(A) generate questions for
			formal and informal inquiry
			with adult assistance;
			(B) develop and follow a
			research plan with adult
			assistance;
			(D) demonstrate understanding of information gathered with
			adult assistance;
			want ussistance,
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Preparing Our New Convertion			
		ndards at a Glance 24-25	
	4th Nine		
	Date Range: 03/18		
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	nge Arts and Reading (ELAR) Sta		
	efer to the Year at a Glance and Pac		
	ndard Key: Blue= Highest Stakes Stakes		
FOUNDATIONAL	<u>READING</u> Madula 12	VOCABULARY Madula 12	WRITING Modulo 12
<u>LANGUAGE SKILLS</u> <u>Module 12</u>	<u>Module 12</u>	Module 12	<u>Module 12</u>
<u>Module 12</u>	(8) Multiple genres: listening,	(3) Developing and sustaining	(1) Developing and sustaining
	speaking, reading, writing,	foundational language skills:	foundational language skills:
	and thinking using multiple	listening, speaking, reading,	listening, speaking, discussion,
	textsliterary elements. The	writing, and	and thinkingoral language.
	student recognizes and	thinkingvocabulary. The	The student develops oral
	analyzes literary elements	student uses newly acquired	language through listening,
	within and across increasingly	vocabulary expressively.	speaking, and discussion. The
	complex traditional,		student is expected to:
	contemporary, classical, and		(A) listen actively, ask relevant
	diverse literary texts. The		questions to clarify information,
	student is expected to:		and answer questions using
	(A) discuss topics and		multi-word responses;
	determine theme using text		(C) share information and ideas
	evidence with adult assistance;		about the topic under
	(B) describe the main $\frac{(B)}{(B)}$		discussion, speaking clearly at
	character(s) and the reason(s) for their actions;		an appropriate pace and using the conventions of language;
	(C) describe plot elements,		(D) work collaboratively with
	including the main events, the		others by following
	problem, and the resolution, for		agreed-upon rules for
	texts read aloud and		discussion, including listening
	independently; and		to others, speaking when
	(D) describe the setting.		recognized, and making
			appropriate contributions;
	(9) Multiple genres: listening,		
	speaking, reading, writing,		(3) Developing and sustaining
	and thinking using multiple		foundational language skills:
	textsgenres. The student		listening, speaking, reading,
	recognizes and analyzes		writing, and
	genre-specific characteristics,		thinkingvocabulary. The
	structures, and purposes		student uses newly acquired
	within and across increasingly		vocabulary expressively. The
	complex traditional, contemporary, classical, and		student is expected to: (A) use a resource such as a
	diverse texts. The student is		picture dictionary or digital
	expected to:		resource to find words;
	(A) demonstrate knowledge of		(B) use illustrations and texts
	distinguishing characteristics of		the student is able to read or
	well-known children's literature		hear to learn or clarify word
	such as folktales, fables, fairy		meanings;
	tales, and nursery rhymes;		(D) identify and use words that
			name actions directions

(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen

(10) Author's purpose and
craft: listening, speaking,
reading, writing, and thinking
using multiple texts. The
student uses critical inquiry to
analyze the authors' choices
and how they influence and
communicate meaning within
a variety of texts. The student



<u>Grade 1 - ELAR Standards at a Glance 24-25</u>				
	analyzes and applies author's		comprehension of increasingly	
	craft purposefully in order to		complex texts. The student is	
	develop his or her own		expected to:	
	products and performances.		(A) establish purpose for	
	The student is expected to:		reading assigned and	
	(A) discuss the author's		self-selected texts with adult	
	purpose for writing text;		assistance;	
	(B) discuss how the use of text		(B) generate questions about	
	structure contributes to the		text before, during, and after	
	author's purpose;		reading to deepen	
			understanding and gain	
	(E) listen to and experience		information with adult	
	first- and third-person texts.		assistance;	
	1		(C) make, correct, or confirm	
			predictions using text features,	
			characteristics of genre, and	
			structures with adult assistance;	
			(E) make connections to	
			personal experiences, ideas in	
			other texts, and society with	
			adult assistance;	
			adult assistance,	
			(11) Composition: listening,	
			speaking, reading, writing,	
			and thinking using multiple	
			textswriting process. The	
			student uses the writing	
			process recursively to	
			compose multiple texts that	
			are legible and uses	
			appropriate conventions. The	
			student is expected to:	
			(A) plan a first draft by	
			generating ideas for writing	
			such as by drawing and	
			brainstorming;	
			(B) develop drafts in oral,	
			pictorial, or written form by:	
			(i) organizing with structure;	
			and	
			(ii) developing an idea with	
			specific and relevant details;	
			(C) revise drafts by adding	
			details in pictures or words;	
			(D) edit drafts using standard	
			English conventions, including:	
			(i) complete sentences with	
			subject-verb agreement;	
			(ii) past and present verb tense;	
			(ii) past and present verb tense,	
			(iii) singular, plural, common,	
			and proper nouns;	
			(v) adverbs that convey time;	
			(vi) prepositions;	
			(vii) pronouns, including	
			subjective, objective, and	
			possessive cases;	



			 (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; (E) publish and share writing. (12) Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) dictate or compose informational texts, including procedural texts;
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