

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

1st Nine Weeks Date Range: 08/12/2024-10/9/2024 42 Days			
Content Area: English Language Arts and Reading (ELAR) Standards		Grade Level: 1st Grade	Revision Date: 06/2024
**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ** Standard Key: Blue= Highest Stakes Strands Yellow= High Stakes Strands			
FOUNDATIONAL LANGUAGE SKILLS Module 1: Nice to Meet You!	READING Module 1: Nice to Meet You!	VOCABULARY Module 1: Nice to Meet You!	WRITING Module 1: Nice to Meet You!
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops beginning reading and writing through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p>(iii) distinguishing between long and short vowel sounds in one-syllable words;</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(C) share information and ideas about topic/speak with appropriate pace/use conventions of language;</p> <p>(D) work collaboratively by following rules for discussion;</p> <p>(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.</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(C) share information and ideas about topic/speak with following rules for discussion;</p> <p>(D) work collaboratively by following rules for discussion;</p> <p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops beginning reading and writing through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(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;</p> <p>(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</p> <p>(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.</p>	<p>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</p> <p>(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;</p> <p>(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;</p> <p>(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</p>		<p>(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;</p> <p>(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;</p> <p>(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.</p> <p>(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.</p>
--	---	--	---

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>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;</p> <p>(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. (D) edit drafts using standard 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;</p>		<p>(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: (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; (iii) singular, plural, common, and proper nouns; (vi.) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii.) capitalization for the beginning of sentences and the pronoun "I"; (E) publish and share writing.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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;</p>
--	--	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

1st Nine Weeks Date Range: 08/12/2024-10/9/2024 42 Days			
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 Yellow= High Stakes Strands			
FOUNDATIONAL LANGUAGE SKILLS Module 2: My Family, My Community	READING Module 2: My Family, My Community	VOCABULARY Module 2: My Family, My Community	WRITING Module 2: My Family, My Community
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p>(iii) distinguishing between long and short vowel sounds in one-syllable words;</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(C) share information and ideas about topic/speak with appropriate pace/use conventions of language;</p> <p>(D) work collaboratively by following rules for discussion;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p> <p>(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.</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance:</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(C) share information and ideas about topic/speak with appropriate pace/use conventions of language;</p> <p>(D) work collaboratively by following rules for discussion;</p> <p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops beginning reading and writing through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(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;</p> <p>(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.</p>	<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(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</p> <p>(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;</p> <p>(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;</p>		<p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p> <p>(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;</p> <p>(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.</p> <p>(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.</p>
--	--	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance;</p> <p>(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;</p> <p>(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. (D) edit drafts using standard 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;</p>		<p>(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: (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; (iii) singular, plural, common, and proper nouns; (vi.) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii.) capitalization for the beginning of sentences and the pronoun "I"; (E) publish and share writing.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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;</p>
--	--	--	---

2nd Nine Weeks Date Range: 10/16/2023 – 12/20/2023 43 days		
Content Area: English Language Arts and Reading (ELAR) Standards	Grade Level: 1st Grade	Revision Date: 06/2024
**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ** 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 LANGUAGE SKILLS Module 3: Amazing Animals	READING Module 3: Amazing Animals	VOCABULARY Module 3: Amazing Animals	WRITING Module 3: Amazing Animals
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(i) producing a series of rhyming words</p> <p>(iii) distinguishing between long and short vowel sounds in one-syllable words</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p>(iii) spelling words using sound-spelling patterns; and</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(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.</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(D) create mental images to deepen understanding with adult assistance;</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>(D) work collaboratively by following rules for discussion;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(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.</p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p> <p>(G) evaluate details to determine what is most important with adult assistance</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(iv) spelling high-frequency words from a research-based list;</p> <p>(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.</p>	<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(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.</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell texts in ways that maintain meaning</p> <p>(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.</p> <p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;</p> <p>(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.</p> <p>(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</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(10) Author's purpose and craft: listening, speaking,</p>		<p>compose multiple texts that are legible and uses appropriate conventions.</p> <p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by</p> <p>(i) organizing with structure;</p> <p>(ii) developing an idea with specific and relevant details</p> <p>(C) revise drafts by adding details in pictures or words</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(iii) singular, plural, common, and proper nouns;</p> <p>(iv) adjectives, including articles;</p> <p>(viii.) capitalization for the beginning of sentences and the pronoun "I";</p> <p>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences;</p> <p>(E) publish and share writing.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</p> <p>(B) dictate or compose informational texts, including procedural texts</p> <p>(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:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p>
--	---	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>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 the author's craft purposefully in order to develop his or her own products and performances.</p> <p>(A) discuss the author's purpose for writing text;</p> <p>(B) discuss how the use of text structure contributes to the author's purpose;</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(D) discuss how the author uses words that help the reader visualize; and</p> <p>(E) listen to and experience first- and third-person texts.</p> <p>(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.</p> <p>(B) develop drafts in oral, pictorial, or written form by:</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</p> <p>(B) dictate or compose informational texts, including procedural texts;</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using</p>		<p>(C) identify and gather relevant sources and information to answer the questions with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance;</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
--	---	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 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 Date Range: 10/16/2024 – 12/20/2024 43 days			
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 Yellow= High Stakes Strands			
FOUNDATIONAL LANGUAGE SKILLS <u>Module 4: Better Together</u>	READING <u>Module 4: Better Together</u>	VOCABULARY <u>Module 4: Better Together</u>	WRITING <u>Module 4: Better Together</u>
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; (vii) segmenting spoken one-syllable words of three to five phonemes into individual	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (B) follow, restate, and give oral instructions that involve a short, related sequence of actions (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (D) demonstrate print awareness by identifying the information that different parts of a book provide;	(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply phonetic knowledge by: (iv) using knowledge of base words to decode common compound words and contractions; (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively/ask and answer questions; (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>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;</p> <p>(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.</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(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. (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; (G) evaluate details to determine what is most important with adult assistance (H) synthesize information to create new understanding with adult assistance;</p> <p>(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;</p> <p>(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</p>	<p>(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;</p>	<p>(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.</p> <p>(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;</p> <p>(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;</p>
---	--	---	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>diverse literary texts. The student is expected to:</p> <p>(A) discuss topics and determine theme using text evidence with adult assistance</p> <p>(B) describe the main character(s) and the reason(s) for their actions;</p> <p>(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.</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance</p> <p>(ii) features and simple graphics to locate or gain information; and</p> <p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(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.</p> <p>(A) discuss the author's purpose for writing text;</p> <p>(B) discuss how the use of text structure contributes to the author's purpose;</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>		<p>(vi) prepositions;</p> <p>(viii) capitalization for the beginning of sentences and the pronoun "I";</p> <p>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences;</p> <p>(E) publish and share writing.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p>(B) dictate or compose informational texts, including procedural texts</p>
--	--	--	---

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>(E) listen to and experience first- and third-person texts</p> <p>(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.</p> <p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by;</p> <p>(i) organizing with structure;</p> <p>(ii) developing an idea with specific and relevant details</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(ii) past and present verb tense;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) dictate or compose informational texts, including procedural texts;</p> <p>(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:</p> <p>(D) demonstrate understanding of information gathered with adult assistance;</p>		
--	---	--	--

3rd Nine Weeks Date Range: 01/7/2025– 03/6/2025 39 days		
Content Area: English Language Arts and Reading (ELAR) Standards	Grade Level: 1 st Grade	Revision Date: 06/2024
<div>**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. **</div> <div>Standard Key: Blue= Highest Stakes Strands Yellow= High Stakes Strands</div>		

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(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;</p> <p>(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.</p>	<p>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;</p> <p>(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.</p> <p>(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.</p>		<p>(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; (G) evaluate details to determine what is most important with adult assistance</p> <p>(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) describe the main character(s) and the reason(s) for their actions; (D) describe the setting</p> <p>(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;</p> <p>(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;</p>
--	--	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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

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 39 days			
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 Yellow= High Stakes Strands			
FOUNDATIONAL LANGUAGE SKILLS Module 6: Celebrate America	READING Module 6: Celebrate America	VOCABULARY Module 6: Celebrate America	WRITING Module 6: Celebrate America
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(i) producing a series of rhyming words;</p> <p>(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p>(vi) manipulating phonemes within base words;</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list:</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(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.</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p> <p>(G) evaluate details to determine what is most important with adult assistance;</p> <p>(7) Response skills: listening, speaking, reading, writing,</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively/ask and answer questions;</p> <p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(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.</p> <p>(A) establish purpose for reading assigned and</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p>(iii) spelling words using sound-spelling patterns;</p> <p>(iv) spelling high-frequency words from a research-based list;</p> <p>(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.</p>	<p>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:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(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:</p> <p>(B) describe the main character(s) and the reason(s) for their actions;</p> <p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;</p> <p>(D) describe the setting</p> <p>(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.</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p> <p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p> <p>(C) discuss elements of drama such as characters and setting;</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(ii) features and simple graphics to locate or gain information;</p> <p>(iii) organizational patterns such as chronological order and</p>		<p>self-selected texts with adult assistance;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(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:</p> <p>(B) describe the main character(s) and the reason(s) for their actions;</p> <p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;</p> <p>(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.</p> <p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(ii) past and present verb tense;</p> <p>(iii) singular, plural, common, and proper nouns;</p>
--	--	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>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.</p> <p>(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; (D) discuss how the author uses words that help the reader visualize; (E) listen to and experience first- and third-person texts.</p> <p>(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. (B) develop drafts in oral, pictorial, or written form by; (ii) developing an idea with specific and relevant details;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p>		<p>(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.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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</p>
--	--	--	---

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 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 39 days
--

Content Area: English Language Arts and Reading (ELAR) Standards	Grade Level: 1st Grade	Revision Date: 06/2024
---	--	-------------------------------

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: Blue= Highest Stakes Strands Yellow= High Stakes Strands

<u>FOUNDATIONAL LANGUAGE SKILLS</u> <u>Module 7</u>	<u>READING</u> <u>Module 7</u>	<u>VOCABULARY</u> <u>Module 7</u>	<u>WRITING</u> <u>Module 7</u>
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; (vii) segmenting spoken one-syllable words of three to 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;	(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: (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; (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: (F) make inferences and use evidence to support understanding with adult assistance; (H) synthesize information to create new understanding with adult assistance; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (E) alphabetize a series of words to the first or second letter and use a dictionary to find 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.	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (F) develop handwriting by printing words, sentences, and answers legibly leaving

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p> <p>(iii) spelling words using sound-spelling patterns;</p> <p>(iv) spelling high-frequency words from a research-based list</p> <p>(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.</p>	<p>(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:</p> <p>(D) describe the setting.</p> <p>(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:</p> <p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) features and simple graphics to locate or gain information; and</p> <p>(iii) organizational patterns such as chronological order and description with adult assistance;</p> <p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(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</p>		<p>appropriate spaces between words.</p> <p>(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:</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(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:</p> <p>(D) create mental images to deepen understanding with adult assistance</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(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:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(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:</p>
--	---	--	---

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>develop his or her own products and performances. The student is expected to: (A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (E) listen to and experience first- and third-person texts.</p> <p>(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. 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: (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (viii) capitalization for the beginning of sentences and the pronoun "I";</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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; and (C) dictate or compose correspondence such as thank you notes or letters.</p> <p>(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:</p>		<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p> <p>(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: (B) discuss how the use of text structure contributes to the author's purpose; (D) discuss how the author uses words that help the reader visualize;</p> <p>(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. 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; (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; (iii) singular, plural, common, and proper nouns; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I";</p>
--	---	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	(A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance;		(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 texts--genres. 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;
--	---	--	---

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
**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. **			
Standard Key: Blue= Highest Stakes Strands Yellow= High Stakes Strands			
<u>FOUNDATIONAL LANGUAGE SKILLS</u> <u>Module 8</u>	<u>READING</u> <u>Module 8</u>	<u>VOCABULARY</u> <u>Module 8</u>	<u>WRITING</u> <u>Module 8</u>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>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;</p> <p>(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;</p> <p>(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.</p>	<p>re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(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;</p> <p>(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;</p> <p>(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:</p>		<p>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;</p> <p>(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. 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 subjective, objective, and possessive cases; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (E) publish and share writing.</p>
--	---	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>(ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance; (F) recognize characteristics of multimodal and digital texts.</p> <p>(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 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;</p> <p>(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. 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;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple</p>		<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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;</p> <p>(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; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
--	---	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>texts that are meaningful. The student is expected to:</p> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</p> <p>(B) dictate or compose informational texts, including procedural texts; and</p> <p>(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:</p> <p>(D) demonstrate understanding of information gathered with adult assistance;</p>		
--	---	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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
**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ** Standard Key: Blue= Highest Stakes Strands Yellow= High Stakes Strands			
<u>FOUNDATIONAL LANGUAGE SKILLS</u> Module 10	<u>READING</u> Module 10	<u>VOCABULARY</u> Module 10	<u>WRITING</u> Module 10
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe</p>	<p>(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:</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen</p> <p>(D) create mental images to deepen understanding with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p> <p>(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:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell texts in ways that maintain meaning;</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words;</p> <p>(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:</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p> <p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions;</p> <p>(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:</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>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.</p>	<p>(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: (A) establish purpose for reading assigned and self-selected texts with adult assistance; (B) describe the main character(s) and the reason(s) for their actions; (D) describe the setting.</p> <p>(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: (i) the central idea and supporting evidence with adult assistance; (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.</p>		<p>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;</p> <p>(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. 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; (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: (v) adverbs that convey time; (vii) pronouns, including subjective, objective, and possessive cases; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; (E) publish and share writing.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple</p>
--	--	--	---

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

	<p>(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:</p> <p>(A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (D) discuss how the author uses words that help the reader visualize;</p> <p>(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. The student is expected to:</p> <p>(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;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>B) dictate or compose informational texts, including procedural texts; (C) dictate or compose correspondence such as thank you notes or letters.</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student</p>		<p>texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) dictate or compose informational texts, including procedural texts;</p> <p>(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:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
--	--	--	--

Department of Curriculum and Instruction
Grade 1 - ELAR Standards 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.

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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
**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ** Standard Key: Blue = Highest Stakes Strands Yellow = High Stakes Strands			
FOUNDATIONAL LANGUAGE SKILLS Module 11	READING Module 11	VOCABULARY Module 11	WRITING Module 11
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p>(vi) manipulating phonemes within base words; and</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p> <p>(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:</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(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:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) features and simple graphics to locate or gain information; and</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p>	<p>(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:</p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(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. The student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by:</p> <p>(i) organizing with structure;</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts using standard English conventions, including:</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

<p>(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;</p> <p>(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;</p>	<p>(iii) organizational patterns such as chronological order and description with adult assistance; (F) recognize characteristics of multimodal and digital texts.</p> <p>(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 for writing text; (B) discuss how the use of text structure contributes to the author's purpose;</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>		<p>(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.</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(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; (D) demonstrate understanding of information gathered with adult assistance;</p>
---	--	--	---

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

4th Nine Weeks Date Range: 03/18/2025 – 05/24/2025 52 days			
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 Yellow = High Stakes Strands			
<u>FOUNDATIONAL LANGUAGE SKILLS</u> <u>Module 12</u>	<u>READING</u> <u>Module 12</u>	<u>VOCABULARY</u> <u>Module 12</u>	<u>WRITING</u> <u>Module 12</u>
	<p>(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:</p> <p>(A) discuss topics and determine theme using text evidence with adult assistance;</p> <p>(B) describe the main character(s) and the reason(s) for their actions;</p> <p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p> <p>(D) describe the setting.</p> <p>(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:</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p> <p>(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</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p> <p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions;</p> <p>(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:</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen</p>

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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

Department of Curriculum and Instruction
Grade 1 - ELAR Standards at a Glance 24-25

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