

## Elementary: English Language Arts

### Grade 1 Priority Standards

#### **Print Concepts**

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

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

#### **Phonological Awareness**

RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

#### **Phonics and Word Recognition**

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

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

#### **Language**

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

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

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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

#### **Reading Literature**

RL.1.1: Ask and answer questions about key details in a text.

#### **Reading Information**

RI.1.1: Ask and answer questions about key details in a text.

#### **Fluency**

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

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

#### **Speaking and Listening**

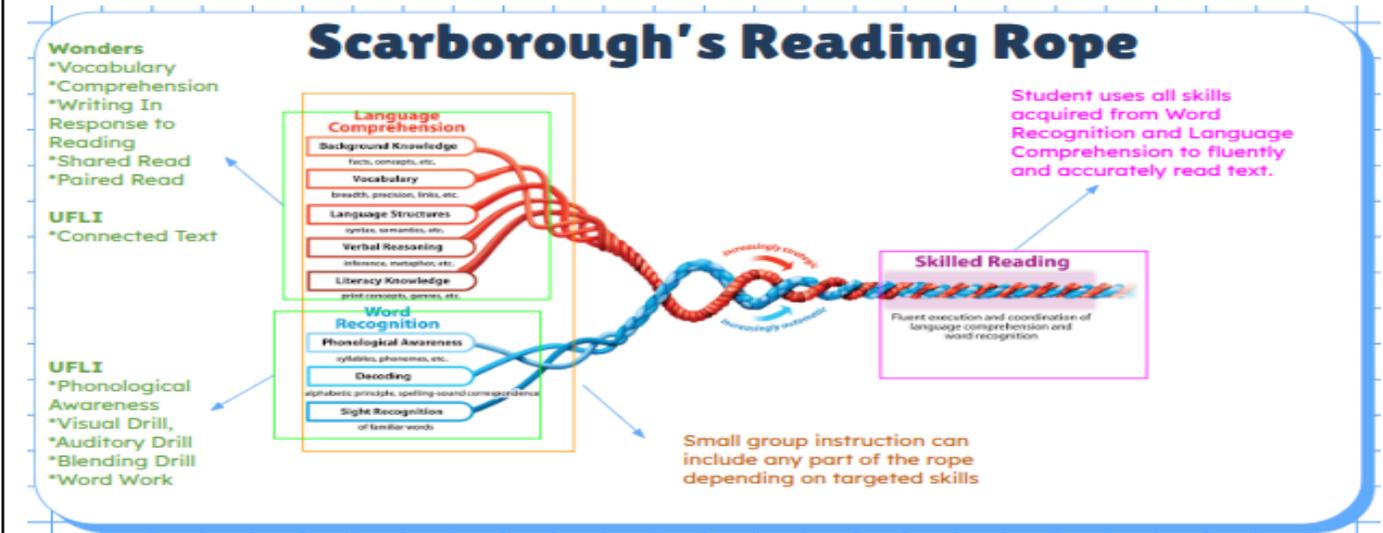
SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

#### **Writing About Text**

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Grade 1 Curriculum Resources



	<p>UFLI Foundations <a href="#">The Reading League</a></p>	<p>Wonders <a href="#">Edreports.org</a> <a href="#">The Reading League</a></p>
Unit 0	<p>UFLI Foundations provides clear lesson following an eight-step routine that supports students' reading development in the areas of:</p>	<p>In this Start Smart unit, students will focus on key skills that will provide a strong foundation for learning.</p>
Unit 1	<ol style="list-style-type: none"> <li>1. Phonemic Awareness</li> <li>2. Visual Drill</li> <li>3. Auditory Drill</li> <li>4. Blending Drill</li> <li>5. New Concept</li> </ol>	<p>Theme: Getting to Know Us Big Idea: What makes you special</p> <p>In unit 1, students will explore what children do at school and learn about the importance of rules. They will also study their living environments, describing homes, neighborhoods, and the people in them. Students will discover what makes pets special by understanding living things and their basic needs. Additionally, they will examine how friends play together, focusing on positive interactions and fair conflict resolution. Finally, students will practice different ways to move their bodies, including running, kicking, waving, and hopping.</p>
Unit 2	<ol style="list-style-type: none"> <li>6. Word Work</li> <li>7. Irregular Words</li> <li>8. Connected Text</li> </ol> <p>Steps 1–4 serve as warm-ups and review for students, reinforcing previously learned skills. Step 5 introduces a new concept explicitly, with guided reading and spelling practice. Steps 6–8 give students opportunities to apply what they've learned through word-level and text-level reading and writing activities.</p>	<p>Theme: Let's Explore Big Idea: What can you find out when you explore?</p> <p>In unit 2, students will learn about the different kinds of jobs that help a community and how community workers support its residents. They will explore various types of buildings, their materials, and their importance. Students will also study animal habitats and the diverse environments where animals live together. Additionally, they will discuss ways people can contribute to their community for the common good. Finally, students will practice using different kinds of maps to navigate town and identify physical features like mountains and bodies of water.</p>
Unit 3	<p>opportunities to apply what they've learned through word-level and text-level reading and writing activities.</p>	<p>Theme: Going Places Big Idea: What can you learn by going to different places?</p> <p>In unit 3 students will explore different ways to measure time, such as using clocks, shadows, and hourglasses. They will study how plants grow and need food and water like living things. Students will also discuss folktales,</p>

	<p>The program targets key foundational reading skills for students, including:</p>	<p>stories passed down orally through generations. Additionally, they will compare life today with the past, focusing on changes in toys and transportation and their impact. Finally, students will learn about how we get our food and how growing things are turned into the food we eat.</p>
Unit 4	<ul style="list-style-type: none"> <li>a. phoneme blending and segmentation</li> <li>b. accuracy and automaticity with grapheme-phoneme correspondences</li> <li>c. decoding fluency with known concepts</li> <li>d. explicit new concept instruction</li> <li>e. decoding and encoding practice</li> <li>f. reading and spelling irregular words</li> <li>g. reading connected text</li> </ul>	<p>Theme: Around the Neighborhood Big Idea: What do you know about the people and the places in your neighborhood?</p> <p>In unit 4 students will learn how animals use different body parts to survive and how they help each other in the wild. They will explore various insects, comparing their similarities and differences. Additionally, students will discuss how people work with animals. Throughout these lessons, students will also connect their understanding of living things, including plants, and how communities and environments support both people and animals.</p>
Unit 5	<p>This structured approach helps students build strong, automatic reading skills step by step</p>	<p>Theme: Wonders of Nature Big Idea: What kinds of things can you find growing in nature?</p> <p>In unit 5, students will focus on classifying and categorizing objects by size, color, and shape. They will explore and name objects seen in both the daytime and nighttime sky. Students will also learn about inventions familiar to children and investigate how different sounds around them are made. Finally, they will study the process of how things get built, connecting these concepts to their understanding of the world.</p>
Unit 6		<p>Theme: Weather for All Seasons Big Idea: How do weather and seasons affect us?</p> <p>In unit 6, students will explore how working together improves our lives by learning about rights and responsibilities. They will identify neighborhood helpers and community members who support society. Students will study weather patterns and how daily changes affect us. They will also discuss traditions and customs, understanding their role in shaping culture. Finally, students will learn why holidays are celebrated and how shared practices unite people across the United States.</p>