

GRADE 1

Course Overview

MCPS English Language Arts teaching and learning in first grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- ask and answer questions about key details both literary and informational text;
- using both text and illustrations, recall stories and/or key information;
- explain the differences between books that tell stories and those that give information;
- with prompting and support, read prose, poetry , and informational texts appropriate for grade 1;
- know and apply grade-level phonics and word skills in decoding words.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), information/explanatory, and narrative pieces that draw upon the literary and informational texts they listen to and read. With guidance and support, students:

- routinely produce clear and coherent writing appropriate for first grade;
- conduct short research projects;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- participate in collaborative discussions following agreed-upon rules while practicing the skill of responding to one another appropriately;
- describe key details from a text read aloud or information presented either orally or through media;
- add drawings or visuals to descriptions to clarify ideas, thought, and feelings.

Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises.

Students:

- demonstrate command of Standard English conventions when writing or speaking at a first grade level;
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Units

Indian Education for All Titles

- *Two Pairs of Shoes* by Esther Sanderson
- *Where did you get your Moccasins?* by Bernelda Wheeler
- *White Bead Ceremony* by Sherrin Watkins

Science

- Space: Investigating Sunlight and Moonlight
- How Animals and Plants Interact In Their Environment
- Nutrition/Food Pyramid

Social Studies

A Child's Place in Time and Space:

- Developing Social Skills and Responsibilities
- Expanding Children's Geographic and Economic Worlds
- Developing Awareness of Cultural Diversity, Now and Long Ago

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **1.RL.1** - Ask and answer questions about key details in a text.

LEARNING TARGETS

- a) I know to ask and answer questions.
- b) I know what key details are in a text.
- c) I can ask and answer questions about key details in a text.

2. **1.RL.2** - Retell stories, including key details, and **demonstrate understanding of their central message or lesson.** Include stories by and about American Indians.

LEARNING TARGETS

- a) I know to retell stories and demonstrate understanding of the main idea.
- b) I can use details to retell a story's main idea; including stories by and about American Indians.

3. **1.RL.3** - Describe characters, settings, and major events in a story, **using key details.**

LEARNING TARGETS

- a) I know what characters, settings, and main events are in the story.
- b) I know to describe story elements using key details.
- c) I can use key details to describe characters, settings, and main events in a story.

Craft and Structure

4. 1.RL.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LEARNING TARGETS

- a) I know words and phrases.
- b) I know words and phrases can be vivid and appeal to one's feelings and senses.
- c) I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. 1.RL.5 - Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.

LEARNING TARGETS

- a) I know that you read fiction and nonfiction differently.
- b) I can read many different types of texts.
- c) I can explain the difference between books that tell stories and books that give information; including books about American Indians.

6. 1.RL.6 - Identify who is telling the story at various points in a text.

LEARNING TARGETS

- a) I know that more than one character can be telling the story.
- b) I can name who is telling the story.

Integration of Knowledge and Ideas

7. 1.RL.7 - Use illustrations and details in a story to describe its characters, setting, or events.

LEARNING TARGETS

- a) I know to describe characters, setting, or events using pictures and details.
- b) I can describe characters, setting, or events using pictures and details.

8. (Not applicable to literature)

9. 1.RL. 9 - Compare and contrast the adventures and experiences of characters in stories including American Indian stories

LEARNING TARGETS

- a) I know how to compare and contrast characters in a story.
- b) I can compare and contrast characters in a story; including American Indian stories.

Range of Reading and Level of Text Complexity

10. 1.RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

LEARNING TARGETS

- a) I know how to read poetry at my grade level.
- b) I can read poetry appropriately at my grade level.

Reading Standards for Informational Text

Key Ideas and Details

1. **1.RI.1 - Ask and answer questions** about key details in a text.

LEARNING TARGETS

- a) I know to ask and answer questions.
- b) I know what key details are in a text.
- c) I can ask and answer questions about key details in a text.

2. **1.RI.2 - Identify the main topic and retell key details** of a text.

LEARNING TARGETS

- a) I know to identify the main topic and retell the story using key details.
- b) I can retell a story using key details about the main topic.

3. **1.RI.3 - Describe the connection between** two individuals, events, ideas, or pieces of information in a text. **Include texts by and about American Indians.**

LEARNING TARGETS

- a) I know there can be connections between information in a text.
- b) I can tell about the connection between two individuals, events, ideas, or pieces of information in a story; including American Indian stories.

Craft and Structure

4. **1.RI. 4 - Ask and answer questions to help determine or clarify the meaning of words and phrases** in a text. **Recognize words and phrases with cultural significance to American Indians**

LEARNING TARGETS

- a) I know to ask and answer questions about new words.
- b) I can ask and answer questions about new words in a story.
- c) I can recognize important American Indian words and phrases.

5. **1.RI. 5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**

LEARNING TARGETS

- a) I know there are text features in nonfiction that help me find information.
- b) I can use text features of nonfiction text to help me find information.

6. **1.RI. 6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**

LEARNING TARGETS

- a) I know that pictures and words provide information in a text.
- b) I can use pictures and words to gain meaning from an informational text.

Integration of Knowledge and Ideas

7. 1.RI. 7 - Use the illustrations and details in a text to describe its key ideas.

LEARNING TARGETS

- a) I know that I can find information about key ideas using pictures and details in a text.
- b) I can find information about key ideas using pictures and details in a text.

8. 1.RI.8 - Identify the reasons an author gives to support points in a text.

LEARNING TARGETS

- a) I know facts that tell about the topic.
- b) I can identify the topic and tell facts.

9. 1.RI.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LEARNING TARGETS

- a) I know what is the same and different in two different books.
- b) I can tell what is the same and different between two different books on the same topic.

Range of Reading and Level of Text Complexity

10. 1.RI.10 - With prompting and support, read informational texts appropriately complex for grade 1.

LEARNING TARGETS

- a) I know to read informational texts to learn about a topic.
- b) I can read nonfiction books to learn about a topic.

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. 1.RF.1.a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

LEARNING TARGETS

- a) I know that a sentence needs beginning capitalization and punctuation.
- b) I can write a sentence correctly using beginning capitalization and punctuation.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. 1.RF.2.a - Distinguish long from short vowel sounds in spoken single-syllable words.

LEARNING TARGETS

- a) I know that vowels have long and short sounds.
- b) I can name the long and short sounds of all the vowels.

b. 1.RF.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LEARNING TARGETS

- a) I know to blend sounds to make words.
- b) I can blend sounds to make words including consonant blends.

c. 1.RF. 2.c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

LEARNING TARGETS

- a) I know the beginning, middle, and ending sounds of words.
- b) I can identify the beginning, middle, or ending sound in a word.

d. 1.RF. 2.d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

LEARNING TARGETS

- a) I know that sounds make words.
- b) I can say each sound of a word.

Phonics and Word Recognition

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

a. 1.RF. 3.a - Know the spelling-sound correspondences for common consonant digraphs.

LEARNING TARGETS

- a) I know the sound of digraphs.
- b) I can read and spell words with digraphs.

b. 1.RF. 3.b - Decode regularly spelled one-syllable words.

LEARNING TARGETS

- a) I know to sound out words.
- b) I can sound out one-syllable words.

c. 1.RF. 3.c - Know final -e and common vowel team conventions for representing long vowel sounds.

LEARNING TARGETS

- a) I know that words ending in silent -e and two vowels together can make the vowel long.
- b) I can read words ending in the silent -e to make the long vowel sound.
- c) I can read words with two vowels together to make the long vowel sound.

d. 1.RF. 3.d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

LEARNING TARGETS

- a) I know that words need vowels to make syllables.
- b) I can count the syllables in a word.

e. **1.RF. 3.e - Decode two-syllable words following basic patterns by breaking the words into syllables.**

LEARNING TARGETS

- a) I know that words can have two syllables.
- b) I can break words into two syllables.

f. **1.RF. 3.f - Read words with inflectional endings.**

LEARNING TARGETS

- a) I know words can have endings that sound different than they look. (-d,-ed,etc)
- b) I can read words with endings that sound different than they look.

g. **1.RF. 3.g - Recognize and read grade-appropriate irregularly spelled words.**

LEARNING TARGETS

- a) I know that some words are not spelled like they sound.
- b) I can read words that are not spelled like they sound.

Fluency

4. Read with **sufficient accuracy and fluency to support comprehension.**

a. **1.RF. 4.a - Read on-level text with purpose and understanding.**

LEARNING TARGETS

- a) I know to read fluently to support my understanding.
- b) I know good reading. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can read on-level text accurately and fluently to support my understanding.

b. **1.RF. 4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

LEARNING TARGETS

- a) I know how to read orally at an appropriate rate to support my understanding.
- b) I know what good reading sounds like. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can orally read on-level text accurately and fluently to support my understanding.

c. **1.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

LEARNING TARGETS

- a) I know to self-correct to understand what I have read.
- b) I know when to reread.
- c) I can read fluently, and accurately.
- d) I can reread or self-correct when necessary.

Writing Standards

Text Types and Purposes

1. **1.WR. 1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

LEARNING TARGETS

- a) I know to state my opinion.
- b) I know to share my written opinion about a topic with closure.
- c) I can write and share my opinion about a topic with an ending.

2. **1.WR. 2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**

LEARNING TARGETS

- a) I know to use supporting facts about the topic and include an ending.
- b) I can find information to write about a topic with a final ending.

3. **1.WR. 3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**

LEARNING TARGETS

- a) I know to write a story using sequencing words to order events and include an ending.
- b) I can share two or more details and order events in my written story with an ending.

Production and Distribution of Writing

5. **1.WR. 5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**

LEARNING TARGETS

- a) I know to add detail to make my writing better.
- b) I can write using details in my story.

6. **1.WR. 6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

LEARNING TARGETS

- a) I know to use a variety of digital tools to publish and share with peers.
- b) I can use a variety of digital tools to be creative in my writing (e.g., computer, iPads, Netbooks).
- c) I can use a variety of digital tools to share with my peers (e.g., computer, iPads, Netbooks).

Research to Build and Present Knowledge

7. **1.WR. 7 - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.**

LEARNING TARGETS

- a) I know to use different books, including American Indian texts, to help write, find new information, and put ideas in order.
- b) I can use different books, including American Indian texts, to help write, find new ideas and put ideas in order.

8. **1.WR. 8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know to use schema to provide answers to a question for my writing.
- b) I know to gather information to answer a question for my writing.
- c) I can use my experiences to answer questions.
- d) I can gather information for my writing; including information about or by American Indians.

Speaking and Listening Standards

Comprehension and Collaboration

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

a. **1.SL. 1.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).

LEARNING TARGETS

- a) I know to follow rules in small or large group discussions.
- b) I can follow rules in our classroom discussions with a variety of peers.

b. **1.SL. 1.b**- **Build on others' talk in conversations by responding to the comments** of others through multiple exchanges.

LEARNING TARGETS

- a) I know how to continue a conversation.
- b) I can engage in conversations with peers.
- c) I can demonstrate looking at the speaker, taking turns, and sharing talking time.

c. **1.SL. 1.c**- **Ask questions to clear up any confusion about the topics and texts under discussion.**

LEARNING TARGETS

- a) I know to ask questions when I am confused.
- b) I can ask questions when I am confused.

2. **1.SL. 2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**

LEARNING TARGETS

- a) I know to ask and answers questions about an idea.
- b) I can ask and answer questions about information from different sources.

3. **1.SL. 3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**

LEARNING TARGETS

- a) I know to ask questions to get information.
- b) I know to answer questions to get information.
- c) I can ask questions to help me understand what the speaker has said.
- d) I can answer questions to help me understand what the speaker has said.

Presentation of Knowledge and Ideas

4. **1.SL. 4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**

LEARNING TARGETS

- a) I know to use details to describe facts.
- b) I can report thoughts and emotions with details.
- c) I can be clear about thoughts and emotions.

5. **1.SL. 5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**

LEARNING TARGETS

- a) I know to draw pictures or add other visuals to share my thoughts and feelings.
- b) I can draw or use visuals to share ideas, thoughts, and feelings.
- c) I can choose pictures that describe my ideas.

6. **1.SL. 6 - Produce complete sentences when appropriate to task and situation.**

LEARNING TARGETS

- a) I know to use complete sentences.
- b) I can use complete sentences to describe my ideas.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **1.LS.1.a - Print all upper- and lowercase letters.**

LEARNING TARGETS

- a) I know when to use upper and lower case letters when writing.
- b) I can use upper and lower case letters correctly when writing.

b. 1.LS. 1.b - Use common, proper, and possessive nouns.

LEARNING TARGETS

- a) I know the difference between common, proper and possessive nouns
- b) I know how to use them correctly in my writing
- c) I can use common, proper and possessive nouns correctly in my writing

c. 1.LS. 1.c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LEARNING TARGETS

- a) I know the difference between singular and plural nouns.
- b) I know how to use them correctly with matching verbs in my writing.
- c) I can use singular and plural nouns with matching verbs correctly in my writing.

d. 1.LS. 1.d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

LEARNING TARGETS

- a) I know the difference between personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, everything).
- b) I know how to use them correctly in my writing and speaking.
- c) I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, everything) correctly in my writing and speaking.

e. 1.LS.1.e - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LEARNING TARGETS

- a) I know how to use verbs to show a sense of past, present, or future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) in my writing and speaking.
- b) I can use verbs to show a sense of past, present, or future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) in my writing and speaking.

f. 1.LS.1.f - Use frequently occurring adjectives.

LEARNING TARGETS

- a) I know how to use describing words correctly in my writing.
- b) I can use describing words to enhance my writing.

g. 1.LS.1.g - Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LEARNING TARGETS

- a) I know how and when to use connecting words in my writing and speaking (e.g., and, but, or, so, because).
- b) I can use connecting words correctly in my writing and speaking (e.g., and, but, or, so, because).

h. 1.LS. 1.h - Use determiners (e.g., articles, demonstratives).

LEARNING TARGETS

- a) I know how to use articles (e.g. the, a, an) correctly in my writing and speaking.
- b) I can use articles (e.g. the, a, an) correctly in my writing and speaking.

i. 1.LS.1.i - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently occurring prepositions (e.g., during, beyond, toward).

LEARNING TARGETS

- a) I know what prepositions are (e.g., during, beyond, toward) and know how to use them correctly in my writing and speaking.
- b) I can use prepositions (e.g., during, beyond, toward) correctly in my writing and speaking.

j. 1.LS. 1.j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

LEARNING TARGETS

- a) I know the difference between a telling, questioning, and excited sentence when writing or speaking.
- b) I can tell the difference between a telling, questioning, and excited sentence when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 1.LS.2.a - Capitalize dates and names of people.

LEARNING TARGETS

- a) I know that you have to capitalize dates and names of people.
- b) I can capitalize dates and names of people correctly in my writing.

b. 1.LS.2.b - Use end punctuation for sentences.

LEARNING TARGETS

- a) I know how to use end punctuation (e.g. ., ?, !) correctly in my writing.
- b) I can use end punctuation (e.g. ., ?, !) correctly in my writing.

c. 1.LS.2.c - Use commas in dates and to separate single words in a series.

LEARNING TARGETS

- a) I know how to use commas in dates.
- b) I know how to use commas to separate single words in a series.
- c) I can use commas correctly in dates and to separate single words in a series in my writing.

d. 1.LS. 2.d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LEARNING TARGETS

- a) I know how to spell words with common spelling patterns and sight words correctly in my writing.

- b) I can spell words with common spelling patterns and sight words correctly in my writing.

e. **1.LS. 2.e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**

LEARNING TARGETS

- a) I know how to use phonetic spelling to write new words in my writing.
- b) I can use phonetic spelling correctly to write new words in my writing.

Vocabulary Acquisition and Use

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. **1.LS.4.a - Use sentence-level context as a clue to the meaning of a word or phrase.**

LEARNING TARGETS

- a) I know sentences can help me understand a word or phrase.
- b) I can use sentences to help me understand words and phrases.

b. **1.LS.4.b - Use frequently occurring affixes as a clue to the meaning of a word.**

LEARNING TARGETS

- a) I know how to use prefixes (e.g. un, sub) and suffixes (e.g. -ly, ing) to figure out the meaning of a word.
- b) I can use prefixes (e.g. un, sub) and suffixes (e.g. -ly, ing) to figure out the meaning of a word.

c. **1.LS. 4.c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

LEARNING TARGETS

- a) I know a root word when I see it with an ending (e.g., looks, looked, looking).
- b) I can figure out a root word when I see it with an ending (e.g., looks, looked, looking).

5. With guidance and support from adults, **demonstrate understanding** of word relationships and nuances in word meanings.

a. **1.LS. 5.a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**

LEARNING TARGETS

- a) I know how to sort words into categories and understand what they have in common.
- b) I can sort words into categories and understand what they have in common.

b. **1.LS.5.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).**

LEARNING TARGETS

- a) I know how to define words using more than one attribute (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- b) I can define words using more than one attribute (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c. **1.LS.5.c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).**

LEARNING TARGETS

- a) I know to make real-life connections between words and their use.
- b) I can make real-life connections between words and their use.

d. **1.LS. 5.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.

LEARNING TARGETS

- a) I know how to choose a variety of verbs and describing words and use them with understanding in reading and speaking (e.g. gigantic, tiny, beautiful).
- b) I can use a variety of verbs and describing words with understanding in reading and speaking (e.g. gigantic, tiny, beautiful).

6. **1.LS. 6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, **including using frequently occurring conjunctions to signal simple relationships** (e.g., because).

LEARNING TARGETS

- a) I know how to actively listen to conversations and stories.
- b) I can use words and phrases acquired from conversations, reading, and being read to.