

1st Grade ELA essential standards chart

What Is It We Expect Students to Learn?

Grade: 1 st Grade	Subject: ELA	Semester: Quarter 1	Team Members: Rachel Lavender Rebecca Johnson Ruby Palencia Rose Aranda Vanessa Patricio Connie Welch Dana Trisha Lagunday Onalee Massey Eithel Neri		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
1.RI.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text. (Throughout the whole year).	Students who are proficient will be able to ask questions about a text: Examples: What is a blue heeler? Where do sharks live? Why do fish have gills? When does it snow?	Prior knowledge: Students will need to reason between fiction and non-fiction. Example: The difference between the fictional character Bluey verses a blue heeler. Vocabulary: <ul style="list-style-type: none"> Fiction Non Fiction Information Text Literature 	Quarter 1	Weekly FA DNA Student Workbooks Teacher Observation Student Oral Response	Students will practice asking and answering question Think-Pair

1.RL.3 Describe characters, settings, and major events in a story, using key details.	<p>Students will be able to describe the characters in a story.</p> <p>Students will be able to name where the story takes place.</p> <p>Students will be able to describe the major events in a story.</p> <p>Students will be able to describe the key details in a story.</p>	<p>Prior knowledge: Student should be able to identify the characters, setting, events in a story.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Characters • Setting • Events • Problem • Solution • Key Details 	Quarter 1	<p>Weekly FA DNA Student Workbooks Teacher Observation Student Oral Response</p>	<p>Students will practice asking and answering question</p> <p>Think-Pair</p>
1.RF.3b Decode regularly spelled one-syllable words.	<p>Students will be able to segment CVC short vowel words.</p>	<p>Students will be able to t and blend CVC words.</p> <p>Students will be able to segment CVC words into single phonemes.</p>	Quarter 1	<p>Weekly FA DNA Student Workbooks Teacher Observation Student Oral Response Spelling Words</p>	<p>Think-Pair</p> <p>Students will segment and blend independently</p>
1.WF.1a Write upper- and lower-case manuscript alphabet from memory using correct letter formation.	<p>Students will be able to write upper- and lower-case alphabet manuscripts correctly.</p> <p>Example: Bb, Dd, Pp</p>	<p>Students will be able to grip the pencil correctly.</p> <p>Students will be able to identify the letter.</p>	Quarter 1	<p>Students Workbook Student name</p>	<p>Students will identify and write with mastery.</p>
1.L.1 a. Use common, proper, and possessive nouns.	<p>Students will be able to use common, proper, and possessive nouns.</p>	<p>Students will be able to identify nouns. Person, place, object and animal.</p>	Quarter 1	<p>Weekly FA DNA Students Workbooks Student Oral Response</p>	<p>Students will write a sentence using the correct noun.</p> <p>Students will sort nouns.</p>
1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>Students will be able to orally identify the setting, characters and major events of the story.</p> <p>Students will be able to orally ask questions about story elements.</p>	<p>Students will be able to ask questions about story elements.</p> <p>Students will be able to answer questions from the story.</p>	Quarter 1	<p>Weekly FA DNA student Oral Response</p>	<p>Students will be able to ask questions about the text.</p> <p>Think Pair Share</p> <p>Observation checklist</p>

	Students will be able to orally answer questions from the story.				
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What Is It We Expect Students to Learn?			
Grade: 1 st Grade	Subject: ELA	Semester Quarter 2	Team Members: Rachel Lavender Rebecca Johnson Ruby Palencia Rose Aranda Vanessa Patricio Connie Welch Eithel Neri

			Dana Lagunday Onalee Massey		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson	Students will be able to orally retell a story including key details and the main idea, or central message, or lesson.	Prior knowledge Knowing the beginning, middle and end. Vocabulary: Key details Main idea Central message Lesson	Quarter 2	<ul style="list-style-type: none"> DNA assessment Savas formatives 	Students will be able to create their own story with key details and main idea with a lesson or central message.
1.RI.2 Identify the main topic and retell key details of a text	Students will be able to identify the main topic and retell key details in an informational text.	Prior knowledge: Students will have to know the text is informational. Students will have to use text features to find details. Vocabulary: <ul style="list-style-type: none"> informational Text Text Features Main topic Key details 	Quarter 2	<ul style="list-style-type: none"> DNA assessment Savas formatives 	Students will find informative text and search for information.

1.RF.3c Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Students will be able to determine the number of syllables in a printed word.	Prior knowledge: Students will be able to listen for the syllables in words. Vocabulary: <ul style="list-style-type: none"> • Syllables • Identity the vowels 	Quarter 2	<ul style="list-style-type: none"> • DNA assessment • Savas formatives 	Students will be to able to identify multisyllable words.
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Students will be able orally describe people, places, things and events with relevant details.	Prior knowledge: Students will be able to understand what noun is. Vocabulary: Nouns and details	Quarter 2	<ul style="list-style-type: none"> • DNA assessment • Savas formatives 	Students will be able to use adjectives in sentences.
1.WF.1b Write the common grapheme (letter or letter group) for each phoneme.	Students will be able to blending board to correctly spell words.	Prior knowledge: Students will be able to read grade level words. Ex. Cvc, cvce and digraphs sh, th wh, and ch. Vocabulary: <ul style="list-style-type: none"> • Sounds it out • Blending • Stretching the sounds • Tapping the sounds • Vowels and consonants 	Quarter 2	<ul style="list-style-type: none"> • DNA assessment • Savas formatives 	Students will be able to read passages fluently.

1.L. 2 b. Use end punctuation for sentences	Students will be able to Use end punctuation for sentences in their writing.	Prior knowledge: Students will be able to use different types of punction. Vocabulary: <ul style="list-style-type: none"> • Punctuation • Period • Question Mark • Exclamation Mark 	Quarter 2	<ul style="list-style-type: none"> • DNA assessment • Savas formatives 	Students will be able to write sentences on their own using the correct punctuation.
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What Is It We Expect Students to Learn?					
Grade: 1 st Grade	Subject: ELA	Semester: Quarter 3	Team Members: Rachel Lavender Rebecca Johnson Ruby Palencia Rose Aranda Vanessa Patricio Connie Welch Eithel Neri Dana Lagunday Onalee Massey		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards

What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
1.RI.2 Identify the main topic and retell key details of a text.	1. RI.2 Students will be able to identify the topic and list 3 key details in a text.	1.RI.2 Main topic Key detail	Quarter 3	<ul style="list-style-type: none"> • DNA • Ticket • assessments • Formatives • Paper and pencils • Practice Book 	<ul style="list-style-type: none"> • Students will complete a graphic organizer with a partner identifying the story topic with supporting details.
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	1.RL.9 Students will be able to complete a Venn diagram and explain the similarities and differences of the characters in a story.	1.RL.9 Characters Similarities Difference Venn diagram	Quarter 3	<ul style="list-style-type: none"> • DNA • Ticket • assessments • Formatives • Paper and pencils • Practice Book 	<ul style="list-style-type: none"> • Students will complete a graphic organizer with a partner identifying the story topic with supporting details. • Reread the anchor story with a partner. Take turns comparing the adventures and

					<p>experiences of the characters. Complete a Venn diagram. Challenge- summarize in one or two sentences.</p>
<p>1.RF.2a Distinguish long from short vowel sounds spoken single-syllable words.</p>	<p>1.RF.2a Students will be able to fluently read and write long and short vowel words.</p>	<p>1.RF.2a Long Vowels Short vowels</p>	<p>Quarter 3</p>	<ul style="list-style-type: none"> • DNA • Ticket • assessments • Formatives • Paper and pencils • Practice Book • 	<ul style="list-style-type: none"> • Read decodable text (specific to phonic skill) with a partner. Take turns retelling the story, describing the characters, discussing problems and solutions. Challenge: write 1-3 sentences about the characters or events in the story and draw a picture.
<p>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.</p>	<p>1.SL.3 Students will be able to speak in complete sentences with clarity.</p>	<p>1.SL.3 Questions Information Clarity</p>	<p>Quarter 3</p>	<ul style="list-style-type: none"> • DNA • Ticket • assessments • Formatives • Paper and pencils • Practice Book 	<ul style="list-style-type: none"> • With prompting support from the teacher, students will ask questions about a text to clarify the meaning of a text or something that is misunderstood:

					who, what, when, where, why.
1.L.2 a. Capitalize dates and names of people.	1.L.2 Students will be able to capitalize the days of the week, months, and the name of a person.	1.L.2 Capitalization Dates Months Days of the week Proper nouns	Quarter 3	<ul style="list-style-type: none"> • DNA • Ticket • assessments • Formatives • Paper and pencils • Practice Book 	<ul style="list-style-type: none"> • Students will read a preselected passage with a partner and correct the dates and names of people.

What Is It We Expect Students to Learn?					
Grade: 1 st Grade	Subject: ELA	Semester: Quarter 4	Team Members: Rachel Lavender Rebecca Johnson Ruby Palencia Rose Aranda Vanessa Patricio Connie Welch Eithel Neri Dana Lagunday Onalee Massey		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or Description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
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.	<ul style="list-style-type: none"> Students can use the various text features to find real information and explain how that information helps them understand the text. 	Prior knowledge: Students will be able to; <ul style="list-style-type: none"> Know the difference between fiction and non-fiction Know how to properly hold a book and read from left to right, top to bottom 	Quarter 4	<ul style="list-style-type: none"> DNA Exit Ticket Formatives Paper and pencils Practice Book 	<ul style="list-style-type: none"> Students will be able to distinguish between fictional vs. Informational. Students will be able to identify text features. Students will be able to identify the main idea of the text with supporting details.

		<ul style="list-style-type: none"> • Recognize the book labels • Knows the common emotion words and context clues. 			
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Students can identify specific words and phrases in stories and poems.	<ul style="list-style-type: none"> • Know the difference between fiction and non-fiction • Know how to properly hold a book and read from left to right, top to bottom • Recognize the book labels • Knows the common emotion words and context clues. 		<ul style="list-style-type: none"> • DNA • Exit Ticket • Formatives • Paper and pencils • Practice Book 	<ul style="list-style-type: none"> • Students can read with appropriate emotions. • Can explain and tell fluently the emotions in a story or poem.
	Students can recognize and	<ul style="list-style-type: none"> • Students should 		<ul style="list-style-type: none"> • DNA • Exit Ticket 	<ul style="list-style-type: none"> • Students can practice decoding

1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	decode and spell unfamiliar words using their knowledge of digraphs.	know or master the letter of sound knowledge. Blends and segment words.		<ul style="list-style-type: none"> • Formatives • Paper and pencils • Practice Book 	and spelling more challenging words. <ul style="list-style-type: none"> • Change a letter to form and read new words.
1.L.1d Use verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> • Students can recognize and correctly use verbs. Students can use appropriate verb sentences 	<ul style="list-style-type: none"> • Students should know what a verb is and can identify it in a sentence. • Students should have an idea of a basic sentence structure. Students can understand the concept of time. 		<ul style="list-style-type: none"> • DNA • Exit Ticket • Formatives • Paper and pencils • Practice Book 	<ul style="list-style-type: none"> • Introduce to Irregular verbs and use them correctly. • Use them in sentences consistently.

What Is It We Expect Students to Learn?

Grade: 1 st Grade	Subject: Mathematics	Semester: Quarter 4	Team Members: Rachel Lavender Rebecca Johnson Ruby Palencia Rose Aranda Vanessa Patricio Connie Welch Eithel Neri Dana Lagunday Onalee Massey		
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		Prior knowledge: Counting 20 by 1's.	Quarter 4	•	

		Number names 10's 1's Present objects 1 to 1 correspondence Vocabulary:			
		Prior knowledge: Vocabulary:	Quarter 4		
			Quarter 1		