**Language Arts Curriculum: Grade 1**

**Overarching Language Arts Learning Targets:**

* I can read increasingly challenging high-quality, literary and informational texts that range across genres, cultures, and centuries.
* I can read appropriate level literary and informational texts to develop the complex skills and strategies necessary for automatic, independent reading.
* I can write effective informational or narrative text to persuade, explain, or convey ideas following from high quality first draft through multiple drafts to a finished product.
* I can write effectively to demonstrate understanding, to communicate clearly to an external audience, to build knowledge through research projects, and to respond analytically to literary and informational texts.
* I can actively participate in rich, structured conversations and presentations where I critically analyze, synthesize, compare, evaluate, critique, and respond.
* I can actively participate in purposeful text-centered conversation and collaboration around open-ended questions that are problem-posing and problem-solving where my responses are appropriate and supported by details and evidence.
* I can effectively complete individual and collaborative performance assignments that require me to be engaged, take ownership, be self-directed, adapt, demonstrate intellectual curiosity, and take initiative.
* I can control the conventions of standard English, and I work to develop my vocabulary.

**Learning Targets**

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| **Reading Literature** | **Reading****Informational Text** | **Foundational Skills** | **Writing** | **Speaking and Listening** | **Language** |
| ● I can explain and identify key details in a text (e.g., who, what, where, when, why, and how). ● I can ask and answer questions about key details in a text.● I can retell (put into my own words) stories using key details. ● I can define and determine the central message or lesson (the overall idea an author is trying to share) found in a story using key details. ● I can identify the characters, settings, and major events in a story. ● I can use key details to describe the characters, setting, and major events in a story.● I can identify the five senses (sight, hearing, taste, touch, smell). ● I can identify words and phrases in a story or poem that tell me how something looks, sounds, tastes, feels, or smells. ● I can read or listen to books that tell stories and give information. ● I can explain the differences between books that tell stories and books that give information. ● I can identify the characters in a story.● I can recognize when more than one character is telling the story and when the character telling the story changes at any point in the story. ● I can look at illustrations in a story and describe what I see. ● I can identify details in a story that tell me about characters, setting, or events. ● I can describe the characters, setting, or events of a story using illustrations and details. ● I can identify characters in stories I read or hear. ● I can describe the adventures and experiences of characters in stories I read or hear. ● I can compare and contrast the adventures and experiences of characters by telling how they are alike and different. ● I can read first grade sight words (high frequency words). ● I can read short books and poems and ask for help when needed.  | ● I can explain and identify key details in a text (e.g., who, what, when, where, why, and how). ● I can ask and answer questions about key details in a text. ● I can identify and define the main idea/ topic (who or what the text is about). ● I can retell the key details of a text (e.g., who, what, where, when, why, and how). ● I can identify individuals, events, ideas, or pieces of information in a text. ● I can describe a connection between two individuals in a text, two events in a text, and two ideas or pieces of information in a text. ● I can identify unknown words or unclear words and phrases. ● I can clarify the meaning of unknown words by asking and answering questions.● I can identify and give examples of text features.● I can explain how text features help locate key facts and information. ● I can locate key facts and information using text features.● I can locate and explain information that I learned from pictures and illustrations in a text.● I can explain what I have learned from reading and hearing information in a text.● I can tell the difference in what I learned from pictures and illustrations and what I learned from the words.● I can describe an illustration in a text.● I can identify details in a text.● I can use the illustrations and details in a text to describe key details.● I can describe why an author wrote a text.● I can identify the points and author makes in a text and indentify the reasons to author gives to support these points.● I can compare and contrast two texts on the same topic by telling how they are alike and different.● I can identify individuals, events, ideas, or pieces of information in a text. ● I can identify and read sight words.● I can read short informational texts and ask for help when needed.           | ● I can identify letters, words, and sentences. ● I can recognize that words are combined to make sentences. ● I can recognize that the first word in a sentence is capitalized. ● I can recognize that words are separated by spaces before and after them. ● I can recognize that a sentence ends with a punctuation mark (e.g., period, question mark, exclamation point). ● I can identify short vowel sounds in single-syllable words (e.g., cat, sit, hop). ● I can identify long vowel sounds in single-syllable words (e.g bake, mine, hope). I can tell the difference between long and short vowel sounds. ● I can identify the sound(s) each letter makes. ● I can recognize that blending letters can create new sounds.● I can sound out words by blending letter sounds. ● I break words into beginning, middle, and ending sound segments. ● I can identify and create the sounds common digraphs make (e.g., sh, ph, th). ● I can decode one-syllable words by sounding out each letter. ● I can recognize long vowel sounds created using a final -e and common vowel teams. ● I can recognize that all syllables have a vowel sound. ● I can determine the number of syllables in a word by counting the vowel sounds. ● I can decode two syllable words by breaking them into vowel sound segments. ● I can identify words with common inflectional endings (e.g., -s, -ed, -ing) and read them correctly. ● I can recognize and read irregularly spelled words. ● I can explain that reading fluently means my reading is easy, smooth, and automatic. ● I can read grade-level text fluently and demonstrate my comprehension with meaningful voice, timing, and expression. ● I can recognize when a word I have read does not make sense and self correct using context clues. ● I can reread with corrections when necessary.  | ● I can identify my opinion on a topic or book and support it with a reason. ● I can write an opinion piece with an introduction, opinion, supporting reason, and conclusion. ● I can select a topic and identify facts to share.● I can write an informative paper with a topic, facts, and an ending sentence.● I can place and write a story with events in the correct order.● I can use details to describe what happened in my story.● I can use words (e.g., before, during, after) to show event order in my story.● I can write an ending for my story that provides a sense of closure (ties up all loose ends and leaves the reader satisfied).● I can write about a topic. ● I can answer questions about my writing. ● I can listen to ideas my teachers and peers have about my writing.● I can add details that will help the reader understand my topic.● I can identify and use digital tools (e.g., Word, Publisher, PowerPoint) that will help me. introduce, produce and publish my writing.● I can use digital tools to work with others.● I can define research and explain how research is different from other types of writing.● I can research and write on a topic with others.● I can answer questions using information recalled or gathered. | ● I can identify and follow the agreed upon rules for discussion. ● I can listen to the comments of others and share my own ideas. ● I can ask questions when I do not understand. ● I can identify information from a text being read aloud. ● I can identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches). ● I can ask and answer questions about key details in a text or presentation. ● I can ask questions about a presentation when I do not understand or need more information. ● I can answer questions about a speaker’s presentation. ● I can use details to describe people, places, things, and events. ● I can express ideas and feelings clearly. ● I can identify places in my work where ideas, thoughts, or feelings are not clear. ● I can add drawings or visual displays (e.g., illustrations, graphs, photos) to clarify my ideas, thoughts, or feelings. ● I can recognize a complete sentence (a group of words that express a complete thought.) ● I can use complete sentences when needed.  | ● I can print all upper- and lowercase letters correctly. ● I can explain the difference between common nouns (a general person, place, or thing), proper nouns (a specific person, place, or thing), and possessive nouns (a noun that shows ownership). ● I can identify and write common nouns correctly by beginning them with lowercase letter. ● I can identify and write proper nouns correctly by beginning them with capital letters. ● I can identify and write possessive nouns correctly by adding an apostrophe. ● I can write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs. ● I can define pronoun (a word that takes the place of a noun or noun phrase. ● I can identify and use personal, possessive, and indefinite pronouns correctly. ● I can identify that verbs change when showing actions that happened in the past, present, or future and use verbs correctly. ● I can identify common conjunctions and use them correctly to combine words and phrases. ● I can explain that determiners are words that introduce nouns and use common determiners in my writing (e.g., a, an, the, this, that, these). ● I can identify common prepositions and use them correctly. ● I can respond to questions by writing simple and compound sentences. ● I can write simple and compound sentences that make a statement, ask a question, make a command/request, or make an exclamation. ● I can capitalize days of the week, months, and names of people when writing. ● I can identify and use end punctuation marks such as a period, exclamation point, and question mark correctly in my writing. ● I can place a comma between the day and the year of a date. ● I can use a comma to separate three or more words in a series (e.g., I went to the store to buy eggs, milk, and cheese.).● I can spell new words by sounding out letters, using common spelling patterns, and known spelling rules. ● I can determine the meaning of unknown and multiple meaning words using context clues (e.g., definitions, examples, restatements) in a sentence. ● I can identify common affixes and use them to define new words (e.g., pre-, un-, -less). ● I can identify root words and understand that adding -s, -ed, and -ing changes the meaning of a root word. ● I can sort words into categories and define them using common traits. ● I can connect words I hear and read to the real world. ● I can tell the difference between similar verbs and adjectives by defining, choosing, or acting out the meanings. ● I can discover new words and phrases through reading, listening, and conversation and use them when speaking and writing. ● I can use conjunctions when speaking and writing.  |