**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. |