



Danville District No. 118

First Grade English Language Arts Curriculum and Scope and Sequence

Foundational Skills

Standard 1: Print Concepts

Standard 2: Phonological Awareness

Standard 3: Phonics and Word Recognition

Standard 4: Fluency

Standard	Anchor Standards	Objectives	Action Plan	Resources
Foundational Skills	Print Concepts RF.1.1	<p>The student will be able to: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1 a) 	<p>Demonstrate reading sentence from the beginning and correctly pausing before continuing</p> <p>Construct a sentence using capitalization, punctuation, and correct spacing.</p>	<p><i>Trophies</i></p> <ul style="list-style-type: none"> Decodable <p>Saxon Phonics</p> <ul style="list-style-type: none"> Decodable & leveled readers <p>Read alouds</p> <p>Library books</p>
	Phonological Awareness RF.1.2	<p>The student will be able to: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a) Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. (RF.1.2b) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable 	<p>Listen to spoken words and repeat long or short sound heard in the word (ie cat “short a”)</p> <p>Listen to individual sounds produced by teacher and repeat the correct blended word</p>	<p>Saxon Phonics</p> <p>Heggerty phonemic awareness</p> <p>PALS</p> <p><i>Trophies</i></p>

		<p>words) (RF.1.2c)</p> <ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d) 	<p>(/c/ /a/ /t/ - “cat”) Listen to a word and repeat the initial, medial vowel, or final sounds (“What is the initial sound in cat?” - /c/) Listen to a spoken word and produce the individual sounds heard (“cat” - /c/ /a/ /t/)</p>	
	<p>Phonics and Word Recognition (RF.1.3)</p>	<p>The student will be able to: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a) Decode regularly spelled one-syllable words. (RF.1.3b) Know final –e and common vowel team conventions for representing long vowel sounds. (RF.1.3c) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d) Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e) Read words with the inflectional endings. (RF.1.3f) Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g) 	<p>Recite and identify the sounds for digraphs ck, th, ng, sh, ch, ph</p> <p>Listen to one-syllable word and correctly write the word or build using letter tiles. Read a list of similar one-syllable words</p> <p>Recite and identify the sounds for final –e (a-e, e-e, i-e, o-e, u-e)</p> <p>Recite and identify the long vowel sounds representing digraphs (ee, ai, ay, ow, ea, ue, oa, ey, ie, igh, ew, oo)</p> <p>Count and clap syllables by listening or identifying vowel sounds in each word part</p> <p>Chunk words into multiple syllables and</p>	<p>Saxon Phonics</p> <p>PALS</p> <p><i>Trophies</i></p>

			<p>read words by locating patterns or letter combinations.</p> <p>Use correct pronunciation when using the inflectional endings s, es, ed, ing, er, est</p> <p>Recognize and read irregularly spelled words introduced in phonics and reading stories throughout the year</p>	
	<p>Fluency RF.1.4</p>	<p>The student will be able to: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. (RF.1.4a) • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c) 	<p>Retell story events with accuracy and answer comprehension questions</p> <p>Correctly read story passages within a timed period</p> <p>Reread stories to increase accuracy and fluency rate</p> <p>Demonstrate self-correcting skills when reading a fluency passage (ie. Going back to correct a mispronounced word)</p>	<p><i>Trophies</i></p> <ul style="list-style-type: none"> • Decodable & pre-decodable books <p>Saxon Phonics</p> <ul style="list-style-type: none"> • Decodable & leveled readers • Storytown fluency builder cards

Danville District No. 118
First Grade English Language Arts
Curriculum and Scope and Sequence

Anchor Standard 1: Key Ideas and Details

Anchor Standard 2: Craft and Structure

Anchor Standard 3: Integration of Knowledge and Ideas

Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Literature	Key Ideas and Details RL.1.1	The student will be able to: Ask and answer questions about key details in a text.	Investigate and discuss story details throughout all story selections	<i>Trophies</i> Accelerated reader Read alouds – “Think Alouds”
	Key Ideas and Details RL.1.2	The student will be able to: Retell stories including key details, and demonstrate understanding of their central message or lesson.	Use graphic organizers to organize key details in a story Verbally summarize story details and facts	<i>Trophies</i> Library books Read alouds Level readers
	Key Ideas and Details RL.1.3	The student will be able to: Describe characters, settings, and major events in a story, using key details.	Explain story elements using story mapping or other graphic organizers Illustrate pictures describing character, settings, and major events Produce writings about story elements using key	<i>Trophies</i> Read alouds Decodable books (leveled readers)

			details from the story	
	Craft and Structure RL.1.4	The student will be able to: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Activate schema regarding the senses Make connections to literature and personal experiences. Express words and phrases using proper emotional tone and inflection when reading a story or poem	<i>Trophies</i> Poems Read alouds
	Craft and Structure RL.1.5	The student will be able to: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Examine the differences between genres by creating an anchor chart highlighting text types (ie. Fiction vs nonfiction) Analyze text type or story genre before every reading	<i>Trophies</i> Read alouds Library books
	Craft and Structure RL.1.6	The student will be able to: Identify who is telling the story at various points in a text.	Explore points of view using activities such as Readers Theater.	<i>Trophies</i> Reader's Theaters
	Integration of Knowledge and Ideas RL.1.7	The student will be able to: Use illustrations and details in a story to describe its characters, setting, or events.	Use picture walks to pre-read the story and identify character, setting, and events Build a graphic organizer outlining key elements in the story.	<i>Trophies</i> Read alouds Graphic organizers (HMH)
	Integration of Knowledge and Ideas RL.1.8	The student will be able to: (not applicable to literature)		
	Integration of Knowledge and Ideas	The student will be able to: Compare and contrast the adventures and experiences of characters in stories.	Create a Venn diagram to compare and contrast events in the story	<i>Trophies</i> Read alouds

	RL.1.9		Generate connections to the text using real life experiences or references from other stories	Leveled readers Graphic organizer
	Range of Reading and level of Text Complexity RL. 1.10	The student will be able to: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Practice reading various poems and prose to gain fluency Supplement with poems and prose relating current story	<i>Trophies</i> Poems

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Anchor Standard 1: Key Ideas and Details

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Anchor Standard 3: Integration of Knowledge and Ideas

Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Informational Text	Key Ideas and Details RI.1.1	The student will be able to: Ask and answer questions about key details in a text.	Investigate and Discuss story details throughout all story selections	<i>Trophies</i> Read alouds Leveled readers
	Key Ideas and Details RI.1.2	The student will be able to: Identify the main topic and retell key details of a text.	Use graphic organizers to organize key details Verbally summarize story details and facts	<i>Trophies</i> Read alouds Leveled readers
	Key Ideas and Details RI.1.3	The student will be able to: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Construct a Venn diagram or other graphic organizer comparing the important elements within the text	<i>Trophies</i>
	Craft and Structure RI.1.4	The student will be able to: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Identify new vocabulary in each story and define using context clues. List new words on a chart for future reference	<i>Trophies</i>
	Craft and Structure RI.1.5	The student will be able to: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to	Use a big book or electronic text to analyze text features	Big books Tumblebooks

		locate key facts or informational text.	List key facts or information on graphic organizers or anchor charts	Science/Social Studies Big Books Graphic organizers
	Craft and Structure RI.1.6	The student will be able to: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Demonstrate information location by using pointers or make copies of the text and highlighting the words in the text.	Big Books Tumblebooks Science/Social Studies Big Books Graphic organizers
	Integration of Knowledge and Ideas RI.1.7	The student will be able to: Use the illustrations and details in a text to describe its key ideas.	Build a graphic organizer outlining key elements in the text.	Read alouds Grade level texts Graphic organizers
	Integration of Knowledge and Ideas RI.1.8	The student will be able to: Identify the reasons an author gives to support points in a text.	Identify the author's purpose on a T-Chart by providing evidence of examples that persuade, inform, and entertain	Grade level texts T-Chart
	Integration of Knowledge and Ideas RI.1.9	The student will be able to: Identify basic similarities in and differences between two texts on the same topic.	Create a Venn diagram or other graphic organizer to compare and contrast information found in the texts Generate connections to the text using real life experiences or references from other texts	Read alouds Grade level texts Graphic organizers
	Range of Reading and level of Text Complexity RI.1.10	The student will be able to: With prompting and support, read informational texts appropriately complex for grade 1.	Read a variety of informational texts independently Listen to a variety of information texts read by the teacher	Science/Social Studies leveled readers

**Danville District No. 118
First Grade English Language Arts
Curriculum and Scope and Sequence**

Writing

Standard 1: Text Type and Purposes

Standard 2: Production and Distribution of Writing

Standard 3: Research to Build and Present Knowledge

Standard 4: Range of Writing

Standard	Anchor Standards	Objectives	Action Plan	Resources
Writing	Text Types and Purposes W.1.1	<p>The student will be able to: 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.</p>	<p>During mini-lessons, use mentor texts to model various components and texts of opinion writing.</p> <p>Write an opinion piece that introduces a topic, clearly states an opinion, creates an organizational structure, and provides reasons supported with facts and details.</p> <p>Generate ideas on a given topic and state an opinion utilizing a graphic organizer.</p> <p>Create an introduction that includes the writer's opinion.</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			<p>Correctly link opinions and reasons using factual words and phrases.</p> <p>Write a concluding statement supporting the opinion presented.</p> <p>Model writing an opinion piece.</p> <p>Organize thoughts and details using drawings, a graphic organizer, or anchor chart</p> <p>Create a written piece independently demonstrating skills previously modeled</p>	
	<p>Text Types and Purposes W.1.2</p>	<p>The student will be able to: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>During mini-lessons, use mentor texts to model various components and texts of informative/explanatory writing.</p> <p>Review student notes and graphic organizers to compose writing to inform and explain.</p> <p>Write informative/explanatory pieces that introduce a topic clearly and group related information in paragraphs.</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			<p>Model writing an informative/explanatory writing piece Organize facts and details using drawings, a graphic organizer, or anchor chart</p> <p>Create a written piece independently demonstrating skills previously modeled</p>	
	<p>Text Types and Purposes W.1.3</p>	<p>The student will be able to: 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.</p>	<p>During mini-lessons, use mentor texts to model various components and texts of narrative writing.</p> <p>Utilize graphic organize to create a plan for writing.</p> <p>Develop narrative pieces to develop real or imagined experiences or events using descriptive details and clear sequence</p> <p>Model writing a narrative writing piece</p> <p>Sequence events and details using a drawing, graphic organizer, or anchor chart</p> <p>Create a written piece independently demonstrating skills previously modeled</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			Share in pair, small groups, and with whole class	
	Production and Distribution of Writing W.1.4	The student will be able to: (Begins in Grade 3)		
	Production and Distribution of Writing W.1.5	The student will be able to: 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.	Develop editing guidelines or rubric with students on an anchor chart Share independently written pieces with adults/peers using descriptive feedback and guidelines to revise the writing piece	Heggerty writing Graphic organizer District writing resource binder Six Traits Mentor texts
	Production and Distribution of Writing W.1.6	The student will be able to: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use a word processing program to type a final draft with support Create a group PowerPoint (1-3 slides) to present the final writing product	Computer lab with Microsoft Office
	Research to Build and Present Knowledge W.1.7	The student will be able to: 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).	Use a graphic organizer to share research whole class on a given topic Divide topics between group members and construct writing projects based on group research	Heggerty writing Graphic organizer District writing resource binder Six Traits Mentor texts
	Research to Build and	The student will be able to: With guidance and support from adults, recall	Pose a question, gather and organize the	Heggerty writing

	Present Knowledge W.1.8	information from experiences or gather information from provided sources to answer a question.	information using a chart or word web	Graphic organizer District writing resource binder Six Traits Mentor texts
	Research to Build and Present Knowledge W.1.9	The student will be able to: (Begins in grade 4)		
	Range of Writing W.1.10	The student will be able to: (Begins in grade 3)		

Danville District No. 118
First Grade English Language Arts
Curriculum and Scope and Sequence

Language

Standard 1: Conventions of Standard English

Standard 2: Knowledge of Language

Standard 3: Vocabulary Acquisition and Use

Standard	Anchor Standards	Objectives	Action Plan	Resources
Language	Conventions of Standard English L.1.1	<p>The student will be able to: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letter. (L.1.1a) • Use common, proper, and possessive nouns. (L.1.1b) • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c) • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (L.1.1d) • Use verbs to convey sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (L.1.1e) • Use frequently occurring adjectives. (L.1.1f) • Use frequently occurring conjunctions (e.g., during, beyond, toward). (L.1.1g) • Use determiners (e.g., articles, demonstratives). (L.1.1h) • Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i) 	<p>Use D’Nealian resources to correctly write all upper- and lowercase letter</p> <p>Identify within a sentence the common noun. Capitalize all proper nouns. Understand and apply possessive nouns when showing ownership</p> <p>Substitute nouns with the correct personal, possessive, or indefinite pronoun within writing pieces.</p> <p>Create student-led anchor charts describing nouns, pronouns, verbs, adjectives and</p>	<p>D’Nealian workbook</p> <p><i>Trophies</i> grammar</p> <p>Saxon Phonics</p> <p>Teacher/student created anchor charts</p> <p>Mentor texts</p>

		<ul style="list-style-type: none"> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j) 	<p>conjunctions</p> <p>Apply appropriate verbs to convey time</p> <p>Apply through reading and writing</p> <p>appropriate determiners (ie. a, an, the, this, that)</p> <p>Identify frequently occurring prepositions in a given text</p> <p>Produce a wide variety of sentences within topic using appropriate language conventions</p>	
	<p>Conventions of Standard English</p> <p>L.1.2</p>	<p>The student will be able to:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Capitalize dates and names of people. (L.1.2a) Use end punctuation for sentences. (L.1.2b) Use commas in dates and to separate single words in a series. (L.1.2c) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>Model standard conventions when conducting shared writing activities.</p> <p>Apply conventions in independent writing samples</p>	<p>Chart paper</p> <p>Six Trait writing samples</p> <p><i>Trophies</i> language</p> <p>Saxon Phonics</p>
	<p>Knowledge of Language</p> <p>L.1.3</p>	<p>The student will be able to:</p> <p>(Begins in grade 2)</p>		
	<p>Vocabulary Acquisition and Use</p> <p>L.1.4</p>	<p>The student will be able to:</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a) Use frequently occurring affixes as a clue to the 	<p>Analyze word meaning by creating a graphic organizer (word web) to define unknown word or phrase</p> <p>Recognize and</p>	<p>HMH robust vocabulary</p> <p>Saxon Phonics</p> <p><i>Trophies</i> language</p>

		<p>meaning of a word. (L.1.4b)</p> <ul style="list-style-type: none"> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4c) 	<p>understand the affixes (s, ed, ly, less, ness, ing, er, est, un, full, pre, dis). Use this knowledge to decode word meaning</p> <p>Build words starting with a root word and adding inflectional forms (-s, -ed, -ing)</p>	Mentor texts
Vocabulary Acquisition and Use L.1.5	<p>The student will be able to: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a) 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). (L.1.5b) Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5c) 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 them out. (L.1.5d) 	<p>Identify common story vocabulary and sort or match using picture and/or word cards</p> <p>Recognize key vocabulary words when heard in conversation or seen in print.</p> <p>Follow simple directions which contain key vocabulary words and concepts</p>	<p>HMH robust vocabulary</p> <p>Saxon Phonics</p> <p><i>Trophies</i></p> <p>Library books</p> <p>Read alouds</p>	
Vocabulary Acquisition and Use L.1.6	<p>The student will be able to: 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.</p>	<p>Correctly converse with teachers and peers regarding a particular topic</p>	<p>HMH robust vocabulary</p> <p><i>Trophies</i></p> <p>Read alouds</p> <p>Mentor texts</p>	

Danville District No. 118
First Grade English Language Arts
Curriculum and Scope and Sequence

Speaking and Listening

Standard 1: Comprehension and Collaboration

Standard 2: Presentation of Knowledge and Ideas

Standard	Anchor Standards	Objectives	Action Plan	Resources
Speaking and Listening	Comprehension and Collaboration SL.1.1	<p>The student will be able to: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions. (SL.1.1a) • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b) • Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c) 	<p>Construct a list of discussion expectations</p> <p>Use various pairing methods such as turn and talk to facilitate discussions</p> <p>Return to group and share questions and ideas from discussion. Make lists about topic.</p>	<p><i>Trophies</i></p> <p>Read aloud</p> <p>Library books</p> <p>Anchor chart/chart paper</p> <p>Turn and talk activity</p>
	Comprehension and Collaboration SL.1.2	<p>The student will be able to: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Discuss text and topics by using retell strategies after listening to a story or other media</p>	<p><i>Trophies</i></p> <p>Read aloud</p> <p>Library books</p> <p>Five Finger retell</p> <p>Graphic organizer</p> <p>Tumblebooks</p>
	Comprehension and	<p>The student will be able to: Ask and answer questions about what a speaker says in</p>	<p>Explore information spoken by giving</p>	<p><i>Trophies</i></p>

	Collaboration SL.1.3	order to gather additional information or clarify something that is not understood.	question prompts Participate in discussion	Read aloud Library books
	Presentation of Knowledge and Ideas SL.1.4	The student will be able to: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe story elements through discussion, acting out, charades, or other oral activities	Reader's Theaters Read alouds Library books
	Presentation of Knowledge and Ideas SL.1.5	The student will be able to: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create illustrations to aid discussion	Read alouds
	Presentation of Knowledge and Ideas SL.1.6	The student will be able to: Produce complete sentences when appropriate to task and situation.	Speak in clear, concise sentences when answering a question or describing a task	Teacher and peer observations