Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

OVERVIEW	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading Foundational Skills	1.1a, 1.2a, 1.2b, 1.3c, 1.4d, 1.3b, 1.3f, 1.3g, 1.4a, 1.4b, 1.4c	1.1a,1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b, 1.3c, 1.3f, 1.3g, 1.4a, 1.4b, 1.4c	1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3c, 1.3d, 1.3e, 1.3f, 1.4a, 1.4b, 1.4c	1.2a, 1.2b, 1.2c, 1.2d, 1.3c, 1.3d, 1.3e, 1.3g, 1.4a, 1.4b, 1.4c
Language Foundational Skills	1.1a, 1,1b, 1.1h, 1.2a, 1.2b, 1.2c, 1.2d, 1.2e, 1.4a, 1.4c, 1.5a, 1.6	1.1b, 1.1c, 1.1d, 1.1e, 1.1f, 1.1h, 1.1i, 1.2a, 1.2b, 1.2c, 1.2d, 1.2e, 1.4a, 1.4b, 1.4c, 1.5a, 1.5b, 1.5c, 1.5d, 1.6	1.1b, 1.1c, 1.1d, 1.1e, 1.1f, 1.1g, 1.1h, 1.1i, 1.2c, 1.2d, 1.2e, 1.4a, 1.4b, 1.4c, 1.5a, 1.5b, 1.5c, 1.5d, 1.6	1.1d, 1.1e, 1.1g, 1.1i, 1.1j, 1.2c, 1.2d, 1.2e, 1.4a, 1.4b, 1.4c, 1.5a, 1.5b, 1.5c, 1.5d, 1.6
Mastery	L 1.1a	RF 1.1a, RF 1.3b, L 1.2a, L 1.2b	RF 1.3a, RF 1.3f, L1.1b, L 1.1c, L 1.1f, L 1.1h	RF 1.2a, RF 1.2b, RF 1.2c, RF 1.2d, RF 1.3c, RF 1.3d, RF 1.3e, RF 1.3g, RF 1.4a, RF 1.4b, RF 1.4c, L 1.1d, L 1.1e, L 1.1g, L1.1i, L 1.2c

Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

LEARNING TARGETS

Quarter 1
 	
RF.1.1. Demonstrate understanding of the organization and basic features of print.
    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
 	
RF.1.2. Demonstrate understanding of spoken words, <u>syllables</u>, and sounds (phonemes).
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    HM begins long vowels in Theme 5.
    b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    HM begins consonant blends in Theme 3.
    c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words
    a. Decode regularly spelled one-syllable words.
    b. Read words with inflectional endings.
    HM begins inflectional endings in Theme 3 (-s, -ed, -ing)
    c. Recognize and read grade-appropriate irregularly spelled words. (high frequency words)
 	
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level text orally with accuracy, appropriate rate, and expression.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FINAL for 2015-16 (4/23/15)

Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

Language

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Print all upper- and lowercase letters.
    b. Use common, proper, and possessive nouns.
    HM begins common nouns in Theme 2, proper nouns in Theme 7, and possessive nouns in Theme 9.
    c. Use determiners (e.g., articles, demonstratives).
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize dates and names of people.
    b. Use end punctuation for sentences.
    c. Use commas in dates and to separate single words in a series.
    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade1 reading and content*, choosing flexibly from an array of strategies.
    a. Use sentence-level context as a clue to the meaning of a word or phrase.
    b. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.6. 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*).

Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

Quarter 2

RF.1.1. Demonstrate understanding of the organization and basic features of print.
    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2. Demonstrate understanding of spoken words, <u>syllables</u>, and sounds (phonemes).
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    HM begins long vowels in Theme 5.
    b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    HM begins consonant blends in Theme 3.
    c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words
    a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
    HM begins consonant digraphs in Theme 5.
    b. Decode regularly spelled one-syllable words.
    c. Know final -e and common vowel team conventions for representing long vowel sounds.
    HM begins common vowel team conventions in Theme 6
    d. Read words with inflectional endings.
    e. Recognize and read grade-appropriate irregularly spelled words. (high frequency words)

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level text orally with accuracy, appropriate rate, and expression.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use common, proper, and possessive nouns.
  HM begins common nouns in Theme 2, proper nouns in Theme 7, and possessive nouns in Theme 9.
  b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  HM begins sentence structure in Theme 2.
  c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  HM begins with "I" or" me" in Theme 5.
  d. 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). ***HM begins verb tense in Theme 8.***
  e. Use frequently occurring adjectives. ***HM begins adjectives in Theme 10.***
  f. Use determiners (e.g., articles, demonstratives).
  g. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Capitalize dates and names of people.
  b. Use end punctuation for sentences.
  c. Use commas in dates and to separate single words in a series.
  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade1 reading and content*, choosing flexibly from an array of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Use frequently occurring affixes as a clue to the meaning of a word.
  c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

FINAL for 2015-16 (4/23/15)

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

      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).

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

      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.

L.1.6. 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*).

Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

Quarter 3

RF.1.2. Demonstrate understanding of spoken words, <u>syllables</u>, and sounds (phonemes).
      a. Distinguish long from short vowel sounds in spoken single-syllable words.
      b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
      c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
      d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words
      a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
      b. Know final -e and common vowel team conventions for representing long vowel sounds.
      HM begins common vowel team conventions in Theme 6
      c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
      HM begins syllabication in Theme 7
      d. Decode two-syllable words following basic patterns by breaking the words into syllables.
      HM begins syllabication in Theme 7
      e. Read words with inflectional endings.
      f. Recognize and read grade-appropriate irregularly spelled words. (high frequency words)

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
      a. Read grade-level text with purpose and understanding.
      b. Read grade-level text orally with accuracy, appropriate rate, and expression.
      c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      a. Use common, proper, and possessive nouns.
      HM begins common nouns in Theme 2, proper nouns in Theme 7, and possessive nouns in Theme 9.
      b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
      HM begins sentence structure in Theme 2.

FINAL for 2015-16 (4/23/15)

c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
d. 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). *HM begins verb tense in Theme 8.*
e. Use frequently occurring adjectives.
f. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
g. Use determiners (e.g., articles, demonstratives).
h. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use commas in dates and to separate single words in a series.
   b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade1 reading and content*, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Use frequently occurring affixes as a clue to the meaning of a word.
   c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   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).
   c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*
   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.

L.1.6. 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*).

Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

Quarter 4

RF.1.2. Demonstrate understanding of spoken words, <u>syllables</u>, and sounds (phonemes).
      a. Distinguish long from short vowel sounds in spoken single-syllable words. *HM begins long vowels in Theme 5.*
      b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **HM begins consonant blends in Theme 3.**
      c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
      d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words
      a. Know final -e and common vowel team conventions for representing long vowel sounds.
      b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
      c. Decode two-syllable words following basic patterns by breaking the words into syllables.
      d. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
      a. Read grade-level text with purpose and understanding.
      b. Read grade-level text orally with accuracy, appropriate rate, and expression.
      c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      a. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
      b. 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). *HM begins verb tense in Theme 8.*
      c. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
      d. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
      e. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Eastside Union School District
English Language Arts Common Core State Standards (CCSS)
First Grade Overview and Learning Targets- (Foundational Skills, Language, Speaking and Listening)

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use commas in dates and to separate single words in a series.
   b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. 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. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Use frequently occurring affixes as a clue to the meaning of a word.
   c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   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).
   c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)
   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.

L.1.6. 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*).