

Eastside Union School District

English Language Arts Common Core State Standards (CCSS)

First Grade Overview and Learning Targets-(Reading Literature, Reading Information Text, Writing)

OVERVIEW	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Prioritized Standards</u>	R.L. 1, 2, 3, 5, 7, 10 R.I. 1, 2, 3, 5, 7, 10 W. 3	R.L. 1, 2, 3, , 6, 7, 9, 10 R. I. 1, 2, 3, 6, 7, 9, 10 W. 2, 5, 7, 8	R.L. 1, 2, 3, 7, 10 R. I. 1, 2, 3, 7, 8, 10 W. 1, 6	R.L. 1,2, 3, 7, 10 R. I. 1, 2, 3, 7, 10
<u>Supporting Standards</u>	R. L. 4, 6, 9 R.I. 4,6, 8, 9 W. 1, 2, 5, 6, 7, 8	R.L. 4, 5 R. I. 4, 5, 8 W. 1, 3, 6	R.L. 4, 6, 9 R.I. 4, 5, 6, 9 W. 2, 5, 7, 8	R.L. 5 W. 3, 6
<u>Mastery</u>			R.L. 5 W. 3	R.L. 1, 2, 3, 4, 5, 6, 7, 9, 10 R. I. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W. 1, 2, 5, 7, 8

LEARNING TARGETS

Quarter 1

- R.L. 1: Students will be able to orally answer questions about key details in a text using sentence frames.
- R.L. 2: Students will be able to orally retell stories using the key details (who, where) in a text.
- R.L.3: Students will be able to orally describe character’s appearance and actions, as well as the setting.
- R.L. 5: Students will be able to identify text features and the information provided in a story in small groups or with partners.
- R.L. 7: Students will be able to use a stories illustration to orally, or in writing, describe characters, setting, and events.
- RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RL.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RL.1.10b: Confirm predictions about what will happen next in a text. (CA)

- R.I. 1: Students will be able to orally answer questions about key details in a text using sentence frames.
- R.I. 2: Students will be able to orally identify the main topic and the key supporting details.
- R.I. 3: Students will be able to orally describe the connection between two individuals, events, ideas, or pieces of information in a text.
- R.I. 5: With teacher guidance and modeling, students will be able to identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- R.I. 7: Students will be able to use illustrations to orally, or in writing, describe key ideas in a text.
- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
- RI.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RI.1.10b: Confirm predictions about what will happen next in a text. (CA)

- W. 3: With teacher modeling and a variety of thinking maps (e.g., circle map, flow map) students 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.

Quarter 2

- R.L. 1: Students will be able to orally ask questions about key details in a text using question stems.
- R.L. 2: With guidance, students will be able to retell stories, including details about characters, and setting, in written form using story maps.
- R.L. 3: Students will be able to orally describe character’s appearance and actions, as well as the setting and major events.
- R.L. 5: Students will be able to identify text features (glossary, table of contents) and the information provided in an informational text in small groups or with partners.
- R.L. 6: Following a teacher read aloud, students will be able to identify who is telling the story at various points in a text based on the different voice for each character.
- R.L. 7: With teacher guidance, students will be able to orally, or in writing, describe characters, setting, and events by identifying the key details in a text.
- R.L. 9: Following explicit teacher modeling, students will be able to orally compare and contrast the adventures and experiences of characters in a story in small groups.
- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RL.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RL.1.10b: Confirm predictions about what will happen next in a text. (CA)

- R.I. 1: Students will be able to orally ask questions about key details in a text using question stems.
- R.I. 2: With guidance and modeling, students will be able to identify the main topic and keys details using a graphic organizer.
- R.I. 3: Students will be able to orally and in writing describe the connection between two individuals, events, ideas, or pieces of information in a text.
- R.I. 5: In small groups, students will be able to identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- R.I. 6: With teacher guidance and modeling students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- R.I. 7: With teacher guidance, students will be able to orally, or in writing, describe the key ideas in a text.
- RI.1.9: With explicit teacher modeling and support, students will be able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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- RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.
- RI.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RI.1.10b: Confirm predictions about what will happen next in a text. (CA)

- W.2: With teacher modeling and a variety of thinking maps (e.g., circle map, tree map, flow map) students 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.
- W. 3: In small groups and a variety of thinking maps (e.g., circle map, flow map) students 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.
- W.1.5. With guidance and support from adults, students will be able to orally focus on a topic, respond to questions and suggestions from peers and add details.
- W.1.7: As a class, students 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).
- W.1.8: With guidance and support from adults, students will be able to recall information from experiences.

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Quarter 3

- R.L. 1: Students will be able to answer questions in written form about key details in a text using sentence frames and questions stems.
- R.L. 2: With guidance, students will be able to retell stories, including details about problem and solution, in written form using story maps.
- R.L. 3: In written form, students will be able to describe character's appearance and actions, as well as the setting and major events using thinking maps (circle map, bubble map).
- RL.1.5: Using a thinking map (double bubble, venn diagram) explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- R.L. 6: Students will be able to identify who is telling the story at various points in a text by introducing the use of quotation marks.
- R.L. 7: In small groups, or partners, students will be able to orally, or in writing, describe characters, setting, and events by identifying the key details in a text.
- R.L. 9: With guidance, students will construct a graphic organizer (venn diagram) in order to compare and contrast the adventures and experiences of characters from a teacher read aloud.
- RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RL.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RL.1.10b: Confirm predictions about what will happen next in a text. (CA)
- RI.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RI.1.10b: Confirm predictions about what will happen next in a text. (CA)

- R.I. 1: Students will be able to answer questions in written form about key details in a text using sentence frames and questions stems.
- R.I. 2: With guidance, students will be able to identify the main topic and keys details using a graphic organizer.
- R.I. 3: Students will be able to orally and in writing describe the connection between two individuals, events, ideas, or pieces of information in a text.
- R.I. 5: In small groups, students will be able to identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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- R.I. 6: In small groups students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- R.I. 7: In small groups, students will be able to orally, or in writing, describe the key ideas in a text.
- RI.1.8: With prompting and support in small groups students will be able to identify the reasons an author gives to support points in a text.
- RI.1.9: In small groups, students will be able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.

- W.1.1: With explicit teacher modeling and support, students 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.
- W.2: In small groups and using a variety of thinking maps (e.g., circle map, tree map, flow map) students 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.
- W. 3: Students will be able to independently write narratives, using a variety of thinking maps (e.g., circle map, flow map), 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.
- W.1.5: With guidance and support from adults, students will be able to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7: In small groups with support, students 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).
- W.1.8: With guidance and support from adults, students will be able to gather information from provided sources to answer a question.

Quarter 4

- RL.1.1: Ask and answer questions about key details in a text independently.
- R.L. 1.2: Independently, students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson using story maps.
- RL 1.3: Describe characters settings and major events in a story using key details independently.
- RL.1.6: Independently identify who is telling the story at various points in a text.
- RL.1.7. Independently use illustrations and key details in a story to describe its characters, setting, or events.
- R.L. 9: Independently, students will construct a graphic organizer (venn diagram) in order to compare and contrast the adventures and experiences of characters from a teacher read aloud.
- RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RL.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RL.1.10b: Confirm predictions about what will happen next in a text. (CA)

- R.I. 1: Ask and answer questions about key details in a text independently.
- RI.1.2: Independently identify the main topic and retell key details of a text.
- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text in written form.
- R.I. 5: Individually, students will be able to identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- R.I. 6: Individually students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- RI.1.8: Independently, students will be able to identify the reasons an author gives to support points in a text.
- RI.1.9: Independently, students will be able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.
- RI.1.10a: Activate prior knowledge related to the information and events in a text. (CA)
- RI.1.10b: Confirm predictions about what will happen next in a text. (CA)

First Grade Overview and Learning Targets-(Reading Literature, Reading Information Text, Writing)

- W.1.1: Independently, students 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.
- W.1.2: Students will be able to independently write informative/explanatory texts, using a variety of thinking maps (e.g., circle map, tree map, flow map), in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5: With guidance and support from adults, students will be able to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7: In small groups, students 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).
- W.1.8: With guidance and support from adults, students will be able to recall information from experiences or gather information from provided sources to answer a question.