

Snapshot

Grade 1 English Language Arts and Reading

Catholic Identity: Integration of Our Faith

Catholic Identity Standards. The student understands and integrates the content of what is learned into their faith and daily life.

Ways to Grow			
	1.1(VL)	ELA.K6.GS1(CNS)	analyze literature that reflects the transmission of a Catholic culture and worldview *
	1.1(VL)	ELA.K6.DS2(CNS)	accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit *
	1.1(VL)	ELA.K6.DS7(CNS)	delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays *
	1.1(VL)	ELA.K6.DS8(CNS)	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes *
	1.1(VL)	ELA.K6.WS1(CNS)	use language as a bridge for communication with one's fellow man for the betterment of all involved *
	1.1(VL)	ELA.K6.WS2(CNS)	write in ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings *

Literacy Routines. The student develops and sustains foundational language skills: listening, speaking, discussion, and thinking. (used during Word Study, Reading, and Writing to improve communication)

1.2 Oral Language. The student develops oral language through listening, speaking, and discussion.

Application	Supporting Standards - Instructional Focus	
1.2A communicate ideas effectively through speaking and discussion	I.2A.1	listen actively and ask relevant questions to clarify information, and answer questions
	I.2A.2	follow, restate, and give oral instructions that involve a short, related sequence of actions
	I.2A.3	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
	I.2A.4	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
	I.2A.5	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and wants

Word Study. The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking.

1.3A/B Beginning Reading and Writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

1.3C Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Supporting Standards - Instructional Focus		
1.3A demonstrate phonological awareness	I.3A.1	produce a series of rhyming words	
	I.3A.2	recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
	I.3A.3	distinguish between long and short vowel sounds in one-syllable words	
	I.3A.4	recognize the change in spoken word when a specified phoneme is added, changed, or removed	
	I.3A.5	blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
	I.3A.6	manipulate phonemes within base words	
	I.3A.7	segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	
1.3B/1.3C demonstrate and apply phonetic knowledge while reading and spelling	Decoding (Reading)		Encoding (Writing)
	I.3B.1	decode words in isolation and in context by applying common letter correspondences	I.3C.1 spell words using sound-spelling patterns
	I.3B.2	decode words with initial and final consonant blends, digraphs, and trigraphs	I.3C.2 spell words with silent initial and final consonant blends, digraphs, and trigraphs
	I.3B.3	decode with closed syllables; open syllables; VCe syllables, vowel teams, including digraphs, diphthongs, r-controlled syllables, and final stable syllables	I.3C.3 spell one-syllable and multisyllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
	I.3B.4	identify and read at least 100 high-frequency words from a research-based list	I.3C.4 spell high-frequency words from a research-based list
	I.3B.5	use knowledge of base words to decode common compound words and contractions	
1.3D use skills to support strategies for determining the meaning of unknown words while reading	I.3B.6	decode words with inflectional endings, affixes -s, -ed, and -ing	
	I.3D.1	alphabetize a series of words to the first or second letter and use a dictionary to find words	
	I.3D.2	identify the meaning of words with the affixes -s, -ed, and -ing	
	I.3D.3	identify and use words that name actions, directions, positions, sequences, categories, and locations	
	I.3D.4	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	

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Shared Reading. The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking using multiple texts.

Tools to Know

I.4 Fluency. The student reads grade-level text with fluency and comprehension.

I.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text

Comprehension: Thinking with the Text

1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	1.5A establish purpose for reading assigned and self-selected texts	1.5B generate questions about text before, during, and after reading	1.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	1.5D create mental images to deepen understanding	1.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	1.5F make connections to personal experiences, ideas in other texts, and society	1.5G make inferences and use evidence to support understanding	1.5H evaluate details to determine what is most important	1.5I synthesize information to create new understanding
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Ways to Show: Thinking About the Meaning

I.6 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

I.7 Literary Elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Applications	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/Digital (.6)
I.6A-B comprehend the purpose and meaning in multiple genres I.7A-E describe literary elements	Genre Characteristics	1.6A.1 demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes	1.6A.2 discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	1.6A.3 discuss elements of drama such as characters, dialogue, and setting	1.6A.4 recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information	1.6A.5 recognize characteristics of persuasive text with adult assistance	1.6A.6 recognize characteristics of multimodal and digital texts
	Overall Meaning	1.6B.1 discuss the author's purpose for writing text 1.7A.1 discuss topics and determine theme using text evidence	1.6B.2 discuss the author's purpose for writing text 1.7A.2 discuss topics and determine theme using text evidence	1.8A.3 discuss the author's purpose for writing text 1.7A.3 discuss topics and determine theme using text evidence	1.6B.4 discuss the author's purpose for writing text 1.7A.4 recognize the central idea and supporting evidence	1.6B.5 discuss the author's purpose for writing text 1.7A.5 state what the author is trying to persuade the reader to think or do	1.6B.6 discuss the author's purpose for writing text
	Analysis for Deeper Meaning	1.7B.1 describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently 1.7C.1 describe the main character(s) and the reason(s) for their actions 1.7D.1 describe the setting 1.7E.1 describe spiritual knowledge and enduring truths represented and communicated through fairy tales, myths, fables, parables, and stories*	1.7B.2 describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently 1.7C.2 describe the main character(s) and the reason(s) for their actions 1.7D.2 describe the setting 1.7E.2 recite poems of substance that encourage striving for virtue and goodness *	1.7B.3 describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently 1.7C.3 describe the main character(s) and the reason(s) for their actions 1.7D.3 describe the setting 1.7E.3 use imagination to create dialogue between the reader and characters in a story	1.7B.4 recognize organizational patterns such as chronological order and description		(refer to the genre)

Author's Purpose and Craft: Thinking About the Writing

I.8 Author's Craft. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

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Application	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/Digital (.6)
1.8A-E discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	1.8A Point of View	1.8A.1 identify the use of first and third person in a text	1.8A.2 identify the use of first and third person in a text	1.8A.3 identify the use of first and third person in a text	1.8A.4 identify the use of first and third person in a text	1.8A.5 identify the use of first and third person in a text	1.8A.6 identify the use of first and third person in a text
	1.8B & 1.8C Structure	1.8B.1 discuss how the use of text structure contributes to the author's purpose	1.8B.2 discuss how the use of text structure contributes to the author's purpose	1.8B.3 discuss how the use of text structure contributes to the author's purpose	1.8B.4 discuss how the use of text structure contributes to the author's purpose	1.8B.5 discuss how the use of text structure contributes to the author's purpose	1.8B.6 discuss how the use of text structure contributes to the author's purpose
		1.8C.1 discuss the author's use of print and graphic features to achieve specific purposes	1.8C.2 discuss the author's use of print and graphic features to achieve specific purposes	1.8C.3 discuss the author's use of print and graphic features to achieve specific purposes	1.8C.4 discuss the author's use of print and graphic features to achieve specific purposes	1.8C.5 discuss the author's use of print and graphic features to achieve specific purposes	1.8C.6 discuss the author's use of print and graphic features to achieve specific purposes
1.8D Language	1.8D.1 discuss the use of descriptive, literal, and figurative language	1.8D.2 discuss the use of descriptive, literal, and figurative language	1.8D.3 discuss the use of descriptive, literal, and figurative language	1.8D.4 discuss the use of descriptive, literal, and figurative language	1.8D.5 discuss the use of descriptive, literal, and figurative language	1.8D.6 discuss the use of descriptive, literal, and figurative language	

Independent Reading.

1.9 Self-Sustained Reading. The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

1.9A self-select text and interact independently with text for increasing periods of time

Responding to Text. (applied to both Shared Reading and Independent Reading)

1.10 Response skills: (listening, speaking, reading, writing, and thinking using multiple texts) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

1.10A describe personal connections to a variety of sources	1.10B write brief comments on literary or informational texts	1.10C use text evidence to support an appropriate response	1.10D retell texts in ways that maintain meaning	1.10E interact with sources in meaningful ways such as illustrating or writing	1.10F respond using newly acquired vocabulary as appropriate
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Writing.

1.11 Writing Process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

1.12 Genre and Composition. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process)
1.11A apply the steps of the writing process to compose multiple texts	<p>1.11A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming</p> <p>1.11A.2 develop drafts in oral, pictorial, or written form by organizing with structure, and develop an idea with specific and relevant details</p> <p>1.11A.3 revise drafts by adding details in pictures or words</p> <p>1.11A.4 edit drafts with adult assistance using standard English conventions, including:</p> <p>1.11A.4.a complete sentences with subject-verb agreement</p> <p>1.11A.4.b past and present verb tense</p> <p>1.11A.4.c singular, plural, common, and proper nouns</p> <p>1.11A.4.d adjectives, including articles</p> <p>1.11A.4.e adverbs that convey time</p> <p>1.11A.4.f prepositions</p> <p>1.11A.4.g pronouns, including subjective, objective, and possessive cases</p> <p>1.11A.4.h capitalization for the beginning of sentences and the pronoun "I"</p> <p>1.11A.4.i punctuation marks at the end of declarative, exclamatory, and interrogative sentences</p> <p>1.11A.4.j correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult supervision</p> <p>1.11A.5 publish and share writing</p>

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	I.1.1A.6	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
Application	Ways to Show (Writing Process)	
I.1.2A dictate or compose literary texts	I.1.2A.1	dictate or compose personal narratives
	I.1.2A.2	dictate or compose poetry
	I.1.2A.3	dictate or compose informational texts, including procedural texts
	I.1.2A.4	dictate or compose persuasive texts
	I.1.2A.5	dictate or compose correspondence such as thank you notes or letters

Research. (embedded skills throughout Reading and Writing)

I.13 Inquiry and Research: The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Supporting Standards - Instructional Focus	
I.1.3A use research skills to plan and present in written, oral, or multimodal formats with adult assistance	I.1.3A.1	generate questions for formal and informal inquiry
	I.1.3A.2	develop and follow a research plan
	I.1.3A.3	identify and gather relevant sources and information to answer the questions
	I.1.3A.4	demonstrate understanding of information gathered
	I.1.3A.5	use an appropriate mode of delivery, whether written, oral, or multimodal