

Reading for Literature

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
		Key Ideas & Details			
Why is it important to read?	1.RL.1	Ask and answer questions about key details in a text.	Alphabet		Recognize religious words and symbols.
How can you retell a story?	1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Author Illustrator Beginning Middle End Ending Event Story Illustrations		
	1.RL.3	Describe characters, settings, and major events in a story, using key details. (Sequence of events)	Read Retell Retelling Setting Title Text Idea Main Idea Character Problem		Retell Bible stories.
		Craft and Structure			
How do you know a word is a word?	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	First Second Third Next Last Song Poem Picture book Storybook Detail		Identify Catholic words or phrases within texts.
How can words enrich comprehension?	1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.			Connect religious stories to students' lives.
How do authors make us feel something?	1.RL.6	Identify who is telling the story at various points in a text. (Character, Voc-Narrator, point of view)			
		Integration of Knowledge and Ideas			
How can we show what we know?	1.RL.7	With prompting and support, use illustrations and details in a story to describe its characters, settings, or events.			
	1.RL.8	Not applicable to literature at this level.			
How do stories help you to understand the world?	1.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.			
		Range of Reading and Level of Text Complexity			
	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.			

Reading for Informational Text

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
		Key Ideas and Details			
How do you recognize key ideas?	1.RI.1	With prompting and support, ask and answer questions about key details in a text.	Fiction Nonfiction Information Detail Heading Glossary Table of Contents Event		Discuss the different types of books for Catholicism – Bible, biographies of saints, etc.
What is a text feature?	1.RI.2	With prompting and support, identify the main topic and retell key details of a text.			
How can books teach you about people, places, and things in the world?	1.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
		Craft and Structure			
How can I learn more about a topic?	1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
What parts of a book help me find information quickly?	1.RI.5	Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			
	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
		Integration of Knowledge and Ideas			
	1.RI.7	Use illustrations and details in a text to describe its key ideas.			
	1.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.			
	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
		Range of Reading and Level of Text Complexity			
	1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.			

Reading: Foundational Skills

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
<p>What sounds do letters form?</p> <p>Do you see a small word in a big word?</p> <p>Does what you read make sense?</p>	Print Concepts		Vowel Consonant Syllable		Practice pronouncing and writing the names of Catholic leaders such as Pope Francis, Bishop Foys, and the parish priest.
	1.RF.1	Demonstrate understanding of the organization and basic features of print, and recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
	Phonological Awareness				
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
	1.RF.2a	Distinguish long from short vowel sounds in spoken single-syllable words.			
	1.RF.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
	1.RF.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
	1.RF.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
	Phonics and Word Recognition				
	1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	1.RF.3a	Know the spelling-sound correspondences for common consonant digraphs.			
	1.RF.3b	Decode regularly spelled one-syllable words.			
	1.RF.3c	Know final –e and common vowel team conventions for representing long vowel sounds.			
	1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
	1.RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.			

	1.RF.3f	Read words with inflectional endings.		
	1.RF.3g	Recognize and read grade-appropriate irregularly spelled words.		
	Fluency			
	1.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
	1.RF.4a	Read on-level text with purpose and understanding.		
	1.RF.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
	1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Writing

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Text Types and Purposes				
Why is writing important in life?	1.W.1	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.	Genre Opinion Narrative		Identify different types of Catholic writings.
How does writing differ in different genres?	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			Write a letter to a member of God’s family.
How do I choose the best way to write my story?	1.W.3	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.			Compose an age-appropriate prayer.
Why is writing important for effective communication?	Production and Distribution of Writing				
	1.W.4	(Begins in grade 3)			
	1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from			Write petitions for Mass.

DRAFT

How does a writer check and change written work?		peers, and add details to strengthen writing as needed.
	1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
How do I find information on a topic?	1.W.7	Introduce 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).
How do I share information with others without copying?	1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	1.W.9	Draw/illustrate evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing	
	1.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audiences.
	1.W.11	Write/draw connections with the Catholic faith.

Create a class book about Catholic teachings and beliefs.

Use technology to write blogs or tweets about service projects, prayers, or daily readings.

Speaking and Listening

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
How do you listen? What can you learn by listening?	Comprehension and Collaboration		Speech Eye contact Presentation		Recite choral readings and prayers together. Sing psalms.
	1.SL.1a	Participate in collaborative conversations with diverse partners about <i>grade1 topics and texts</i> with peers and adults in small and larger groups.			
	1.SL.1b	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).			
	1.SL.1c	Build on others’ talk in conversations by responding to			

What strategies can I use when participating in a group?		the comments of others through multiple exchanges.			Discuss Mass readings and homilies. Read petitions at Mass.
	1.SL.1d	Ask questions to clear up any confusion about the topics and texts under discussion.			
	1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
In what ways can I communicate my ideas and thoughts?	1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
Presentation of Knowledge and Ideas					
How do I get others to understand my ideas?	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
How do our words and body language help us communicate properly?	1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
How do verbal and nonverbal cues affect understanding?	1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)			

Language Mechanics

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
What does a sentence look like?	Conventions of Standard English		Grammar Proper Noun Possessive Noun		Practice editing skills with Catholic readings or texts.
	1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	1.L.1a	Print all upper- and lowercase letters.			

How will the use of English language structure and conventions help us to identify effectively?	1.L.1b	Use common, proper, and possessive nouns.	
	1.L.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	
	1.L.1d	Use personal possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	
	1.L.1e	Use adverbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	
Why is it important to use correct grammar?	1.L.1f	Use frequently occurring adjectives.	
	1.L.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	
	1.L.1h	Use determiners (e.g., articles, demonstratives).	
	1.L.1i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	
	1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
	1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	1.L.2a	Capitalize dates and names of people.	
	1.L.2b	Use end punctuation for sentences.	
	1.L.2c	Use commas in dates and to separate single words in a series.	
	1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
	1.L.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
	Knowledge of Language		
	1.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	1.L.3a	Compare/contrast standard/formal and informal uses of English in written verbal formats.	
	1.L.3b	Compare/contrast standard/formal and informal uses	

Capitalization
Edit

Discuss how psalms and songs use different grammar rules and why.

	of English in digital formats (e.g., texts, blogs, email, etc.)		
Vocabulary Acquisition and Use			
1.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading content, choose flexibly from an array of strategies.		
1.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.		
1.L.4b	Use frequently occurring affixes as a clue to the meaning of a word.		
1.L.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		
1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
1.L.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		
1.L.5b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).		
1.L.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).		
1.L.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.		
1.L.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 such as cause and effect (e.g., because).		