

RPS Essential Standards Chart

What Is It We Expect Students to Learn?					
Grade: First Grade	Subject: Reading Literary	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
ELAGSE1RL1 I can ask and answer questions about details in a text.	Students will be able to answer questions about a on level text that they have read independently or heard read aloud. Questions will cover characters, setting, problem, solution and event from the story.	Vocabulary: key detail, who, what, when, where, why, how	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6		1RL6
ELAGSE1RL2 I can retell a story and include important details.	Students will be able to retell a text including key details from the story. The student may demonstrate this by completing a beginning, middle, end graphic organizer or orally retelling the story.	Vocabulary: retell, central message, lesson, key details, sequence (beginning, middle, end)	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6		1RL5
ELAGSE1RL3 I can describe characters, setting, and major events in a story with details	Students may complete a story element graphic organizer or orally describe the characters, setting and major events in the story.	Vocabulary: describe, characters, setting, events, major,	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6		1RL9, IRL4
ELAGSE1RL7 I can use illustrations and details in a story to describe its characters, setting, or events.	The student will answer questions about a story using the illustrations as evidence.	Vocabulary: illustrations/illustrator	1st 9 Weeks Units 1-6		1RL9; 1SL5
ELAGSE1RL10 I can read and understand first grade text.	A. On grade level running record B. Student will read on level text and complete other RL	Vocabulary: prose, poetry	3rd 9 Weeks 4th 9 Weeks Units 1-6		REad on Lexile Level or move to the next band

	assessments to determine comprehension				
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ELAGSE1RI1 I can ask and answer questions about important (key) details in nonfiction texts.	Complete a graphic organizer to help students locate and record the key details and facts in the text.	Vocabulary: key detail, who, what, when, where, why, how	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6		1SL2; 1SL3
ELAGSE1RI2 I can identify the main idea and important details in nonfiction texts.	Teacher reads an information text to students. The class will select the main topic from a list of topics with several distractors. The students will identify the key details that support the main topic. The teacher records the details provided by the students on a graphic organizer.	Vocabulary: identify, main idea, topic, key details, retell	3rd 9 Weeks 4th 9 Weeks Units 1-6		2RI2; 1RI8
ELAGSE1RI4 I can ask and answer questions about new words and phrases in text.	Cloze reading activity	Vocabulary: clarify, phrases	Introduce 1st 9 Weeks And continue throughout the school year Units 2-6		1L5; 1L6

ELAGSE1RI7 I can use the words and illustrations to help me describe key ideas in a text.	Project Based Learning assignment based on a information source and presented to peers and/or teacher.	Vocabulary: illustrations, graphic feature, describe	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6		1RI6; 1RI5
ELAGSE1RI9 I can tell how two nonfiction texts on the same topic are alike (same) or different.	Complete a double-bubble thinking map or Venn diagram graphic organizer	Vocabulary: similarities, differences, nonfiction, compare/contrast, procedure	3rd 9 Weeks 4th 9 Weeks Units 1-6		1RI3
ELAGSE1RI10 I can read and understand first grade nonfiction text.	The teacher will provide students with opportunities to read information texts of appropriate complexity for grade 1.	Vocabulary: informational text, nonfiction, background knowledge	3rd 9 Weeks 4th 9 Weeks Units 1-6		Move to Grade 2 Lexile

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ELAGSE1RF1: I can show that I know how books can be read using the basic features of a sentence.	Consistently (1/2 times) recognizes capital letter and end mark of a sentence.	Vocabulary: sentence, punctuation, capital letter/uppercase letter, first word	1st 9 Weeks Units 1-6	Teacher made assessment	1RF2
ELAGSE1RF2: I can understand the sounds that letters and words make. I can show that I know how words and their syllables go together.	Consistently: (1/2 times) ~ decode CVC words orally Sort picture cards by long and short vowels. ~ blend phoneme and consonant blends orally	Vocabulary: long and short vowel sounds, single syllable, word, consonant, blending, sound/phoneme, initial, medial, final, segment, isolate	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6	Easy CBM	1RF3

	<p>Teacher will segment sounds in small group for the students to blend and make words. ~ isolate and pronounce initial, medial, final sounds in single syllable words ~ segment spoken single syllable words into individual sounds by using Elkonin Boxes progressing from CVC to VCC, CVCC, CCVC</p>				
<p>ELAGSE1RF3: I can use letters and sounds to decode words.</p>	<p>Consistently: (1/5 times) ~ know spelling sound correspondences for common digraphs when teacher gives the words orally. Student will segment word, count number of sounds heard, and spelling the digraph. Common digraphs being: sh, ch, th, wh, tch. ~ Using word cards, teacher will direct student to select specific letters. Students will then blend the sounds represented by the words on the cards to decode and read regularly spelled one syllable words. ~ Provide students with letter tiles, using the letter tiles, students will make a short vowel word then add an -e to end to make a long vowel word. (Ex. hop - hope, tap - tape) Students read new word. Teacher will use letter tiles to spell a long vowel word containing a vowel team. Student will identify the vowel team and read word correctly. ~ Using picture cards, students will sort cards by the number of vowel sounds and syllables in word. ~ List two syllable words from class read aloud</p>	<p>Vocabulary: consonant digraphs, decode, syllable, CVC, consonant, vowel, inflectional endings, vowel teams, long vowel sounds, final e, letter/sound correspondence, multisyllabic, open and closed syllables, base words,</p>	<p>Introduce 1st 9 Weeks And continue throughout the school year Units 1-6</p>		<p>1RF4</p>

	<p>selection on chart paper. Guide students in reading the words and break words into syllables. ~ Provide students with list of grade-appropriate base words and list of inflectional suffixes. Students will be directed to read the base word and name as many words as they can by adding an inflectional ending to the words. (play, plays, played, playing)</p>				
<p>ELAGSE1RF4: I can read with accuracy and fluency to comprehend.</p>	<p>~ Read on level text (I - at the end of grade 1 with purpose and understanding) ~ Read on level text with sufficient accuracy and fluency (48-60 wpm). ~ Use running records to confirm self-corrected word recognition and understanding with 80% accuracy. ~ Read grade appropriate sight words. (220 by the end of school year).</p>	<p>Vocabulary: accuracy, fluency, expression, rate, automaticity, choral reading, partner reading, echo reading, self-correct, rereading, irregularly spelled words, high frequency words, context clues</p>	<p>3rd 9 Weeks 4th 9 Weeks Units 1-6</p>		<p>1RL10; IRI10</p>

Essential Standards Chart

What Is It We Expect Students to Learn?

What Is It We Expect Students to Learn?					
Grade: First Grade	Subject: Writing	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
ELAGSE1W2: I can write to inform about a topic by giving facts and providing a closing.	Student will consistently write an informative/explanatory piece about given topic with supporting facts.	Vocabulary: informative text, explanatory text, topic, fact, closure, information, chronological order, relevant details	3rd 9 Weeks 4th 9 Weeks Units 2,4,5,6		1W1, 1W5, 1W6, 1W7, 1W8
ELAGSE1W3: I can write a narrative by writing details about events and use words that tell order.	Student will consistently write a narrative using details to describe an event in order.	Vocabulary: narrative, recount, details, sequence, temporal words, closure	1st 9 Weeks 2nd 9 Weeks Units 1,2,4,5,6		1W1, 1W5, 1W6, 1W7, 1W8

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What Is It We Expect Students to Learn?					
Grade: First Grade	Subject: Speaking and Listening	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
ELAGSE1SL1 I can have good conversations about what I have learned by listening and responding to others.	<ul style="list-style-type: none"> Student will consistently participate in small and large group class discussions, building off others' ideas about a given topic. Student asks questions to clarify any confusion about discussion topics. 	Vocabulary: conversation, peer, listen, participate, taking turns, discussion, questions, speaking	Introduce 1st 9 Weeks And continue throughout the school year Units 1-6		1SL2, 1SL3
ELAGSE1SL4 I can describe people, places, and events with details	Student will be able to describe a familiar topic using specific details to express ideas and feelings.	Vocabulary: describe, familiar, event, feelings, relevant details, additional	2nd 9 Weeks 3rd 9 Weeks Units 1,2,5,6		ISL5
ELAGSE1SL6 I can speak using a complete sentence.	Student will consistently speak in complete sentences when given a topic.	Vocabulary: complete sentence, speaking, listening, produce,	2nd 9 Weeks 3rd 9 Weeks Units 3,5		2SL1, 2SL3

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What Is It We Expect Students to Learn?					
Grade: First Grade	Subject: Language	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
<p>ELAGSE1L1</p> <p>a. I can print all upper and lowercase letters correctly.</p> <p>b-k: I can use correct grammar when writing and speaking in complete sentences.</p>	<p>a. Dictation</p> <p>b-k. Rubric based writing assignment that contains previously taught language conventions.</p>	<p>Vocabulary: uppercase/lowercase letters, nouns (common, proper, possessive, singular, plural), apostrophe, complete sentence, verb (present, past, future), pronoun, adjective, preposition, declarative (statement), interrogative (question), imperative (command)</p>	<p>Introduce 1st 9 Weeks And continue throughout the school year</p> <p>Units 2,3,4,6</p>		<p>Review and Reflect 1L1j</p>
<p>ELAGSE1L2 I can use correct capitalization, punctuation, and spelling when I'm writing.</p>	<p>Rubric based writing assignment that contains previously taught language conventions. (Daily Edit)</p>	<p>Vocabulary: capitalization, punctuation (period, exclamation mark, question mark, comma), dates, separate, irregular words, spelling pattern</p>	<p>Introduce 1st 9 Weeks And continue throughout the school year</p> <p>Units 2,4,5,6</p>		<p>1L2c 1L2 (multisyllable words); 2L2</p>
<p>ELAGSE1L4</p> <p>I can use different strategies to help me understand the meaning of words.</p>	<p>Cross-curricular application to read for meaning.</p>	<p>Vocabulary: context clues, word meaning, affixes, prefix, suffix, root words, inflectional endings</p>	<p>3rd 9 Weeks 4th 9 Weeks</p> <p>Units 1-6</p>		<p>1L5; 1L6; 1RL4</p>

Non - Essential Standards Chart

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ELAGSE1RL4 I can identify words and phrases in a text that show feelings and connect to my senses.					
ELAGSE1RL5 I can tell the difference between fiction and nonfiction.					
ELAGSE1RL6 I can identify who is telling a story in a text.					
ELAGSE1RL9 I can compare and contrast the experiences of characters in a story.					

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ELAGSE1RI3 I can tell how two people, events, or ideas are connected.					
ELAGSE1RI5 I can use and understand all the features (tools) of a text to locate information.					
ELAGSE1RI6 I can tell whether I got information from the text or the illustrations.					
ELAGSE1RI8 I can find the reasons the author gives to support the ideas in nonfiction text.					

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ELAGS1W1: I can write my opinion about a topic and give reasons for my thinking.					

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ELAGSE1SL2 I can ask and answer questions about information I hear.					
ELAGSE1SL3 I can ask and answer questions about what a speaker says.					
ELAGSE1SL5 I can create illustrations to help other understand my ideas, thought, and feelings.					

Non - Essential Standards Chart

