

Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Answer questions posed about key details in a text.	RL.1.1	Read aloud, mini-lesson
2	Use illustrations and key details in a story to describe characters and settings.	RL.1.3; RL.1.7	Read aloud, turn and talk
3	Use resources (e.g., charts, photographs) in a text for describing key ideas.	RI.1.7	Read aloud, big book, graphic organizer
4	Recognize a sentence begins with a capital letter and ends with a punctuation mark.	RF 1.1.a	Guided Reading, literacy center
5	Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).	RF 1.2.a	Word study, phonemic awareness
6	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF 1.2.b	Word study, phonemic awareness
7	Count the syllables in printed multisyllabic words.	RF 1.3.d	Morning message, literacy center
8	Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/).	RF 1.2.c	Phonemic awareness
9	Decode basic CVC (e.g., pin) and CVCC (e.g., back) and VC (e.g., it) words.	RF 1.3.b,d	Morning message, interactive reading
10	Identify and read grade-level high-frequency/irregular words in and out of context.	RF 1.3.g	Guided Reading, independent reading

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

11	Establish a purpose for reading and adjust reading rate to support accuracy, appropriate rate, and expression in grade-level text (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).	RF 1.4.a,b	Mini-lesson, Guided Reading
12	Monitor reading using context clues (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	RF 1.4.c	Mini lesson, Guided Reading
13	Organize ideas and information for writing showing a progressing and chronological narrative recounting two events using temporal words and a closing sentence.	W 1.3; L.1.2.d	Graphic organizer
14	Use verbs that depict past, present, and future (e.g. walk, walked, will walk) appropriately.	L.1.1.e	Modeling, turn and talk
15	With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.	W 1.8	Read aloud, graphic organizer
16	Share and extend accountable talk with others using proper rules when speaking (e.g., listening to others with care, speaking one at a time about grade one topics and text under discussion) and asking questions for clarification.	SL.1.1.a,b,c	Turn and talk, literacy center
17	Add illustrations that represent descriptions of characters, places, or events for clarification.	SL.1.5	Independent writing
18	Use upper-and-lower case letters correctly in writing.	L1.1.a	Modeling, independent writing
19	Use adjectives when describing people, places, things, and events.	L 1.1.f	Interactive writing, independent writing

Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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20	Capitalize names people and dates.	L1.2.a	Modeling, independent writing
21	Use correct ending punctuation (e.g., period or question mark) for sentences.	L 1.2.b	Independent writing, conferencing
22	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.	L 1.2.e	Morning message, independent writing, conferencing
23	Use words and phrases acquired through conversations, reading and begin read to.	L.1.6	Independent writing
24	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).	L.1.6	Interactive writing, modeling

Code #	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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).

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

RF.1.2

- Demonstrate understanding of spoken words, syllables, 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.

RF.1.3

- Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Decode regularly spelled one-syllable words.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - g. 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.

W.1.3

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.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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.
- e. 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).
- f. Use frequently occurring adjectives.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

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.

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.1.6

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*).

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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Unit 2 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Ask questions posed about key details in a text for clarification using an array of familiar words.	RL.1.1; L.1.6; SL.1.3	Read aloud, turn and talk
2	Retell stories, including key details learned from text into logical order.	RL.1.2	Read aloud, turn and talk, Guided Reading
3	Use illustrations and key details in a story to describe major events.	RL.1.3; RL.1.7	Read aloud, turn and talk, Guided Reading
4	Name words and phrases in a poem or story that suggest feelings or appeal to the senses.	RL.1.4	Read aloud, turn and talk
5	Compare and contrast characters' adventures and experiences in stories.	RL.1.9	Graphic organizer
6	With prompting and support, read prose and poetry of grade-level complexity.	RL.1.10	Guided Reading, independent reading
7	Use resources (e.g., charts, photographs) in a text to describe key ideas.	RI.1.7	Big book, computer, graphic organizer
8	Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word.	RF.1.2.c	Phonemic awareness
9	Orally segment and identify phonemes in a single-syllable word (e.g., top: /t- /o- /p/).	RF.1.2.d	Phonemic awareness
10	Decode words with common consonant digraphs (e.g., fish, lunch)	RF.1.3.a	Guided Reading

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

11	Identify and read grade-level high-frequency /irregular words in and out of context.	RF.1.3.g	Interactive reading, Guided Reading, independent reading
12	Use reading strategies to establish a purpose for reading and to answer comprehension questions about the grade-level text while adjusting reading rate to support accuracy, appropriate rate, and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).	RF.1.4.a,b	Guided Reading, independent reading
13	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	RF.1.4.c	Guided Reading, independent reading
14	Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure.	W.1.3; L.1.2.a	Graphic organizer, independent writing
15	With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.	W.1.5	Independent writing, peer sharing
16	With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology.	W.1.6	Modeling, computer, partner work
17	With guidance and support, recall experiences or gather information from provided sources to answer questions.	W.1.8	Media center, graphic organizer

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

18	Engage in collaborative conversations about grade one topics and texts (e.g., book groups, literature circles, and buddy reading) following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor) and asking questions for clarification.	SL.1.1.a,b,c	Partner reading
19	Add visual displays describing characters, places or events to descriptions for clarification.	SL.1.5	Computer, graphic organizer
20	Use varied ending punctuations (e.g., period or exclamation mark) and capitalization for dates, names and the beginning of a sentence appropriately when writing.	L.1.2.b; RF.1.1a	Modeling, independent writing
21	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.	L 1.2.e	Independent writing
22	With guidance and support, define words by category and by one or more key attributes (e.g., A duck is a bird that swims).	L.1.5.b	Word study

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

Code #	Common Core State Standards
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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. g. Recognize and read grade-appropriate irregularly spelled words.
W.1.5	With guidance and support from adults, 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.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. 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).
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.

Bloomingdale School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
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.1.4	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.		
W.1.3	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.		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
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. 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.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to single simple relationships (e.g., <i>because</i>).		

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.	RI.1.1; RI.1.4	Read aloud, turn and talk
2	Identify the main topic of a text and key details	RI.1.2	Read aloud, Guided Reading
3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3	Graphic organizer
4	Utilize text features (e.g., charts, diagrams, time lines, maps) and details in texts to obtain information and locate key details.	RI.1.5; RI.1.7	Graphic organizer, big book
5	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.	RI.1.6	Turn and talk, graphic organizer
6	Identify the key points an author makes in informational text and identify the textual evidence to support these points.	RI.1.8	Guided Reading
7	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).	RI.1.9	Graphic organizer, Guided Reading
8	With prompting and support, read informational texts of appropriate grade-level complexity.	RI.1.10	Guided Reading
9	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5	Chart, turn and talk
10	Distinguish the difference between a long vowel and short vowel sound in a spoken single-syllable word (e.g., hat, cake).	RF.1.2.a	Phonemic awareness

Bloomingdale School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
11	Blend phonemes of single-syllable words containing consonants and short vowels, and including consonant blends.	RF.1.2.b	Morning message, phonemic awareness
12	Orally segment, identify, and pronounce phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/) isolating and promoting initial, medial vowel and final sounds.	RF.1.2.c,d	Phonemic awareness
13	Decode basic CVC (e.g., pin, mail, meet) and CVCC (e.g., wind) and VC (e.g., in) words and words with common consonant digraphs.	RF.1.3.a,b	Small group, literacy center
14	Decode words with final –e (e.g., make, time, home) and words with common vowel teams (e.g., play, mail, team, seed).	RF.1.3.c	Guided Reading, literacy center
15	Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	RF.1.3.d	Mini-lesson
16	Show recognition of two-syllable words by dividing words into syllables.	RF.1.3.e	Guided Reading
17	Read words with inflectional endings (e.g., likes, liked, waits, waited, waiting).	RF.1.3.f	Independent reading
18	Identify and read grade-level high-frequency /irregular words in and out of context.	RF.1.3.g	Guided Reading, independent reading
19	Establish a purpose for reading and answer comprehension questions about the text while adjusting reading rate to support accuracy and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection) in grade-level text.	RF.1.4.a,b	Modeling, read aloud, mini-lesson
20	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	RF.1.4.c	Guided Reading, independent reading
21	Write an informational/explanatory text naming the topic, including facts and concluding sentences.	W.1.2	Interactive writing, independent writing

Bloomington School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
22	With guidance and support, rewrite sentences, adding details and incorporating suggestions from peers.	W.1.5	Independent writing, peer sharing
23	With guidance and support, compose and publish a variety of productions (e.g., "how-to", letters, and simple poems) in collaboration with peers using technology.	W.1.6	Independent writing, peer sharing, computer
24	Participate in shared research and writing projects.	W.1.7	Media center, computer, interactive writing
25	With guidance and support, recall personal experiences or gathered information from provided sources (e.g., books, computer) to answer questions.	W.1.8	Media center, computer
26	Ask and answer key questions about read alouds (e.g., main idea, character, setting) or information presented orally or through other media.	SL.1.2	Read aloud, computer
27	Use nouns and verbs in complete sentences.	SL.1.6	Turn and talk
28	Use pronouns (personal, possessive, and indefinite), frequently occurring conjunctions, determiners (e.g., articles, demonstratives), and frequently occurring prepositions to form and complete sentences when speaking and writing.	L.1.1.d,g,h,i	Literacy center
29	Use varied end punctuations (e.g., exclamation mark) appropriately when writing sentences.	L.1.2.b	Modeling, independent writing

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

30	Place commas where needed in sentences that contain dates or series of single words.	L.1.2.c	Modeling, mini-lesson, independent writing
31	Use sentence-level context to determine the meaning of unknown words or phrases.	L.1.4.a	Vocabulary, Guided Reading
32	Sort words into identified categories (e.g., colors, clothing).	L.1.5.a	Word study, literacy center
33	With guidance and support, define words by category and by one or more key attributes.	L.1.5.b	Vocabulary, Guided Reading
34	Make connections between words and real-life and their use.	L.1.5.c	Modeling, Read aloud
35	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	L.1.4.c	Word Study

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

Code #	Common Core State Standards
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	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.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	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	Identify the reasons an author gives to support points in a text.
RI.1.9	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.
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. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7	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).
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
L.1.5	With guidance and support from adults, demonstrate understanding of 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 one 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
RF.1.2	Demonstrate understanding of spoken words, syllables, 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).

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

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.
W.1.5	With guidance and support from adults, 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.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

Unit 4 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Ask and answer questions about key details in literature and informational text.	RL.1.1	Read aloud, turn and talk
2	Ask and answer questions about key details in informational text.	RI.1.1	Read aloud, turn and talk
3	Retell key details identifying the central message or lesson in literature texts.	RL.1.2	Read aloud, turn and talk
4	Retell key details identifying the main topic in informational texts.	RI.1.2	Guided Reading, independent reading
5	Use key details to describe characters, settings, and major events in a story.	RL.1.3	Guided Reading
6	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3	Graphic organizer, turn and talk
7	Explain the major differences between informational and literature texts, drawing on experiences reading of a range of text types.	RL.1.5	Graphic organizer, turn and talk
8	Identify who is telling the story at different points in a text.	RL.1.6	Modeling, read aloud
9	Compare and contrast characters' adventures and experiences in stories.	RL.1.9	Graphic organizer
10	Identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9	Graphic organizer
11	Know and utilize text features (e.g., graphs, charts) in a text to locate key facts or information.	RI.1.5	Modeling

Bloomingdale School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
12	Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.	RI.1.6	Modeling, mini lesson
13	With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.	RL 1.10; RI.1.10	Guided Reading, independent reading
14	Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind) and VC (e.g., at) words and words with common digraphs (e.g., th, sh, ch, wh, ck).	RF.1.3.a,b	Literacy center
15	Decode words with final –e (e.g., ate, name) and words with common vowel teams (e.g., mail, clay, read, seed, pie, boat, toe).	RF.1.3.c	Literacy center
16	Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	RF.1.3.d	Guided Reading, literacy center
17	Show recognition of two-syllable words by dividing words into syllables.	RF.1.3.e	Literacy center
18	Read words with grade-appropriate inflectional endings (e.g., likes, liked, waits, waited, waiting).	RF.1.3.f	Interactive reading
19	Identify and read grade-level high-frequency/irregular words in and out of context.	RF.1.3.g	Guided Reading, independent reading
20	Use reading strategies to read with purpose and comprehension while adjusting reading rate to support accuracy, fluency and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection) in grade-level texts.	RF.1.4.a,b	Guided Reading, independent reading
21	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	RF.1.4.c	Guided Reading, independent reading

Bloomingdale School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
22	Apply the writing process to write an opinion piece in which the topic or book they are writing about is introduced and which includes a statement of their opinion, a reason for their opinion, and closing statement. Use phonemic awareness and spelling conventions to write untaught words, words with common spelling patterns, and frequently occurring irregular words.	W.1.1; L.1.2.d,e	Independent writing, conferencing
23	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details and correct end punctuation (e.g., exclamation marks) to sentences.	W.1.5; L.1.2.b	Independent writing, conferencing
24	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	Computer, peer editing
25	With guidance and support, use personal experiences or information gathered from provided sources (e.g., books, computers) to answer a question.	W.1.8	Media center, computer
26	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4	Turn and talk
27	Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.	SL.1.5	Graphic organizer, computer, Smartboard
28	Use common, proper, and possessive nouns appropriately when writing or speaking.	L.1.1.b	Turn and talk, peer editing
29	Use singular and plural nouns with matching verbs in basic sentences. (e.g., He jumps; We jump) when writing or speaking.	L.1.1.c	Independent writing

Bloomingdale School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
30	Use verbs to convey a sense of past, present, and future (e.g., jump, jumped, will jump) when writing or speaking.	L.1.1.e	Literacy center, independent writing
31	Use frequently occurring adjectives when writing or speaking (e.g., happy, nice, big).	L.1.1.f	Modeling, independent writing
32	Use prompts (e.g., phrases, pictures) to produce or expand complete and compound declarative, interrogative, imperative, and exclamatory sentences.	L.1.1.j	Mini-lesson, conferencing, literacy center
33	Learn frequently occurring affixes and their meanings (e.g., dis-means “not” or “opposite of” so <i>dislike</i> means “not to like”) and use as clues to the meaning of a word.	L.1.4.b	Vocabulary, literacy center
34	With guidance and support, distinguish between 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.1.5.d	Word study, literacy center
35	Use words and phrases acquired through conversation when reading or being reading to.	L.1.6	Turn and talk
36	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).	L.1.6	Turn and talk

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

Code #	Common Core State Standards
RL.1.6	Identify who is telling the story at various points in a text.
RI.1.9	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	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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>e. 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).</p> <p>f. Use frequently occurring adjectives.</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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.</p>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.

Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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RL. 1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	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.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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.
W.1.5	With guidance and support from adults, 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.

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences. 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.1.6	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).

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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Unit 5 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.	RL.1.2; RI.1.2	Read aloud, turn and talk
2	Describe settings, characters, and major events using key details with support from illustrations in literature.	RL.1.3; RL.1.7	Read aloud, turn and talk
3	Identify and explain how words are used in a text by naming words and/or phrases that contribute to the feeling or appeal of a poem or story.	RL.1.4	Mini-lesson, turn and talk
4	Identify words that indicate who is telling the story at different points in the text.	RL.1.6	Modeling, Guided Reading
5	Compare and contrast characters' experiences and adventures in stories.	RL.1.9	Graphic organizer
6	With prompting and support, read prose and poetry of appropriate complexity for grade one.	RL.1.10	Guided Reading, independent reading
7	Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.	RI.1.1; RI.1.4	Turn and talk
8	Distinguish long and short vowel sounds in a spoken single-syllable word.	RF.1.2.a	Phonemic awareness
9	Blend phonemes of single-syllable words containing consonants and short vowels (e.g., sit).	RF.1.2.b	Phonemic awareness

Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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10	Orally segment, identify phonemes in a single-syllable word, and pronounce (e.g., meet: /m/-/ee/-/t/).	RF.1.2.c,d	Phonemic awareness
11	Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind, knock) and VC (e.g., at) words and words with common consonant digraphs.	RF.1.3.a,b	Guided Reading, literacy center
12	Decode words with final –e (e.g., ate, name) and words with common vowel teams (e.g., pie, high, boat, toe, bow, blue, suit).	RF.1.3.c	Literacy center
13	Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	RF.1.3.d	Modeling, morning message
14	Show recognition of two-syllable words by dividing words into syllables (e.g, VCCV, VV VCV; Closed syllable, Vowel-C-e, Open syllable, Vowel Team, compound words, inflectional endings).	RF.1.3.e	Literacy center
15	Read words with inflectional endings (e.g., waits, waited, waiting, smaller, smallest).	RF.1.3.f	Guided Reading
16	Identify and read grade-level high-frequency /irregular words in and out of context.	RF.1.3.g	Guided Reading, independent reading
17	Establish a purpose for reading and use reading strategies to answer comprehension questions about the text while adjusting reading rate to support accuracy and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).	RF.1.4.a,b	Modeling, mini-lesson

Bloomington School District

CONTENT AREA: English Language Arts		GRADE: 1	UNITS # 1 - 5
18	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy rate and comprehension.	RF.1.4.c	Read aloud, Guided Reading
19	Use the writing process: show a progressing and chronological narrative recounting two or more events using temporal words, including some details and a closing sentence.	W.1.3	Independent writing
20	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5	Independent writing, peer sharing
21	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	Computer, peer editing
22	With guidance and support, use personal experiences or gathered information from provided sources (e.g., magazines, educational websites) to answer a question.	W.1.8	Modeling, computer, media center
23	Engage in collaborative discussions following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor) and asking questions for clarification.	SL.1.a,b,c	Turn and talk
24	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4	Peer sharing

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

25	Add drawings, models, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5	Graphic organizer
26	During informal conversations or presentations, demonstrate the use of subjects and verbs to form complete sentences.	SL.1.6	Modeling, peer sharing
27	Use pronouns (personal, possessive, and indefinite), frequently occurring conjunctions, demonstratives (e.g., this, that, these) and appropriate prepositions to form and complete sentences when speaking and writing.	L.1.1.d,g,h,i	Peer sharing, turn and talk
28	Use commas where needed in sentences that contain a series of single words or dates.	L.1.2.c	Mini-lesson, independent writing, literacy center
29	Use sentence-level context and frequently occurring affixes (e.g., dis-) as a clue to determine the meaning of a word or phrase.	L.1.4.a,b	Guided reading, word study

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

Code #	Common Core State Standards
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL. 1.4	Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.
RL. 1.6	Identify who is telling the story at various points in a text.
RL. 1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL. 1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RF.1.2	Demonstrate understanding of spoken words, syllables, 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).

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 1

UNITS # 1 - 5

RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).b. Decode regularly spelled one-syllable words.c. Know final –e and common vowel team conventions for representing long vowel sounds.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.e. Decode two-syllable words following basic patterns by breaking the words into syllables.f. Read words with inflectional endings.g. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">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.
W.1.3	<p>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.</p>
W.1.5	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
W.1.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
W.1.8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.</p> <ul style="list-style-type: none">a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the

Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 1	UNITS # 1 - 5
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	<p>topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas in dates and to separate single words in a series.</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibility from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>