



Teacher Learning Report: Grade 1 ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

1.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

1.3 Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Beginning Reading and Writing					
1.2 demonstrate and apply phonetic knowledge while reading and spelling	1.2(A) (i) producing a series of rhyming words				
	1.2(A) (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound				
	1.2(A) (iii) distinguishing between long and short vowel sounds in one-syllable words				
	1.2(A) (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed				
	1.2(A) (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends				
	1.2(A) (vi) manipulating phonemes within base words				
	1.2(A) (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends				
	1.2(B) (i) decoding words in isolation and in context by applying common letter sound correspondences				
	1.2(B) (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs				
	1.2(B) (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables				
	1.2(B) (iv) using knowledge of base words to decode common compound words and contractions				
	1.2(B) (v) decoding words with inflectional endings, including -ed, -s, and -es				
	1.2(B) (vi) identifying and reading at least 100 high-frequency words from a research-based list				
	1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide				

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3



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Vocabulary					
1.3use skills to support strategies for determining the meaning of unknown words while reading	1.2(E)alphabetize a series of words to the first or second letter and use a dictionary to find words				
	1.3(A)use a resource such as a picture dictionary or digital resource to find words				
	1.3(B)*use illustrations and texts the student is able to read or hear to learn or clarify word meanings				Data included in "Tools to Know: Reading Process"
	1.3(C)*identify the meaning of words with the affixes -s, -ed, and -ing				
	1.3(D)*identify and use words that name actions, directions, positions, sequences, categories, and locations				

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

1.3Vocabulary. The student uses newly acquired vocabulary expressively.

1.4Fluency. The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

1.6Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process ⑧					
1.3use skills to support strategies for determining the meaning of unknown words while reading	1.3(B)*use illustrations and texts the student is able to read or hear to learn or clarify word meanings				
	1.4(A)use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text				
1.4read grade-level text with fluency and comprehension; determine meaning of words	1.6(A)establish purpose for reading assigned and self-selected texts with adult assistance				
	1.6(B)*generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance				
1.6use the reading process to develop and deepen comprehension of increasingly complex texts	1.6(C)make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance				
	1.6(D)create mental images to deepen understanding with adult assistance				
	1.6(I)monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down				



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Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Comprehension [Ⓢ]					
1.6 use the reading process to develop and deepen comprehension of increasingly complex texts	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance				
	1.6(F)* make inferences and use evidence to support understanding with adult assistance				
	1.6(G) evaluate details to determine what is most important with adult assistance				
	1.6(H) synthesize information to create new understanding with adult assistance				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

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

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

1.10 Author's purpose.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show: Thinking about the Meaning					
1.8/1.9/1.10 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure	Genre Characteristics				
	1.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes (<i>Fiction</i>)				
	1.9(B)* discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (<i>Poetry</i>)				
	1.9(C) discuss elements of drama such as characters, dialogue, and setting (<i>Drama</i>)				
	1.9(D) (ii)* [recognize characteristics and structures of informational text, including] features and simple graphics to locate or gain information (<i>Informational</i>)				
	1.9(E) recognize characteristics of persuasive text with adult assistance ... (<i>Persuasive</i>)				
	1.9(F) recognize characteristics of multimodal and digital texts (<i>Multimodal/Digital</i>)				
Overall Meaning					



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	1.8(A)*discuss topics and determine theme using text evidence with adult assistance				
	1.9(D) (i)*[recognize characteristics and structures of informational text, including] the central idea and supporting evidence with adult assistance				
	1.9(E)[recognize characteristics and structures of argumentative text and] ... state what the author is trying to persuade the reader to think or do				
	1.10(A)*discuss the author's purpose for writing text				
Analysis for Deeper Meaning					
	1.8(B)*describe the main character(s) and the reason(s) for their actions				
	1.8(C)*describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently				
	1.8(D)describe the setting				
	1.9(D) (iii)[recognize characteristics and structures of informational text, including] organizational patterns such as chronological order and description with adult assistance				

Shared Reading (continued)

1.10Author's purpose and craft. The student uses critical inquiry to analyze the authors' 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.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Author's Craft: Thinking about the Writing					
1.10discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View				
	1.10(E)listen to and experience first- and third-person texts				
	Structure				
	1.10(B)discuss how the use of text structure contributes to the author's purpose				
	1.10(C)*discuss with adult assistance the author's use of print and graphic features to achieve specific purposes				
	Language				
	1.10(D)*discuss how the author uses words that help the reader visualize				



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Responding to Text (applied to Shared Reading)

1.7 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.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show (Response Skills)					
1.7respond to an increasingly challenging variety of sources that are read, heard, or viewed	1.7(A)describe personal connections to a variety of sources				
	1.7(B)write brief comments on literary or informational texts				
	1.7(C)*use text evidence to support an appropriate response				
	1.7(D)retell texts in ways that maintain meaning				
	1.7(E)interact with sources in meaningful ways such as illustrating or writing				
	1.7(F)respond using newly acquired vocabulary as appropriate				

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Writing

Composition	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts 1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 1.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Tools to Know (Writing Process) ⑧			
1.11(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure (ii) developing an idea with specific and relevant details	Included in scoring rubric to determine score code		
1.11(C) revise drafts by adding details in pictures or words			
1.11(D) edit drafts using standard English conventions			

Application	Unit	CHECKPOINT		
		1	2	3
1.12(A) dictate or compose literary texts, including personal narratives and poetry				
1.12(B) dictate or compose informational texts, including procedural texts				
1.12(C) dictate or compose correspondence such as thank you notes or letters				

Revision	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts 1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 1.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⑧	Unit	CHECKPOINT		
			1	2	3
1.12(A) dictate or compose literary texts , including personal narratives and poetry	1.11(B) (i)[develop drafts in oral, pictorial, or written form by] organizing with structure				
1.12(B) dictate or compose informational texts , including procedural texts	1.11(B) (ii)[develop drafts in oral, pictorial, or written form by] developing an idea with specific and relevant details				
1.12(C) dictate or compose correspondence such as thank you notes or letters	1.11(C) revise drafts by adding details in pictures or words				

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Writing

Editing	Unit	CHECKPOINT		
		1	2	3
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking 1.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Composition: listening, speaking, reading, writing, and thinking using multiple texts 1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 1.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Instructional Focus: Encoding (Writing)	Unit	CHECKPOINT		
			1	2	3
1.2 demonstrate and apply phonetic knowledge while reading and spelling	1.2(C) (i)[demonstrate and apply spelling knowledge by:] spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables				
	1.2(C) (ii)[demonstrate and apply spelling knowledge by:] spelling words with initial and final consonant blends, digraphs, and trigraphs				
	1.2(C) (iii)[demonstrate and apply spelling knowledge by:] spelling words using sound-spelling patterns				
	1.2(C) (iv)[demonstrate and apply spelling knowledge by:] spelling high-frequency words from a research-based list				

Application	Tools to Know (Writing Process) ⓘ	Unit	CHECKPOINT		
			1	2	3
1.12(A) dictate or compose literary texts , including personal narratives and poetry 1.12(B) dictate or compose informational texts , including procedural texts 1.12(C) dictate or compose correspondence such as thank you notes or letters	1.11(B) (i)[develop drafts ... by] organizing with structure		Data included in "Revision"		
	1.11(D) (i)[edit drafts using standard English conventions, including] complete sentences with subject-verb agreement				
	1.11(D) (ii)[edit drafts using standard English conventions, including] past and present verb tense				
	1.11(D) (iii)[edit drafts using standard English conventions, including] singular, plural, common, and proper nouns				
	1.11(D) (iv)[edit drafts using standard English conventions, including] adjectives, including articles				
	1.11(D) (v)[edit drafts using standard English conventions, including] adverbs that convey time				
	1.11(D) (vi)[edit drafts using standard English conventions, including] prepositions				
	1.11(D) (vii)[edit drafts using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
	1.11(D) (viii)[edit drafts using standard English conventions, including] capitalization for the beginning of sentences and the pronoun "I"				
	1.11(D) (ix)[edit drafts using standard English conventions, including] punctuation marks at the end of declarative, exclamatory, and interrogative sentences				
1.11(D) (x)[edit drafts using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance					

Handwriting

[Video on effective handwriting instruction](#)

- [Hold a pencil correctly](#)
- Write first and last name with appropriate upper case and lower case letters
- [Write upper and lower case letters using the correct form/stroke pattern](#)
- Independently print legible letters, numerals, and punctuation on grade-level appropriate lined paper.
 - a. Identify and form uppercase and lowercase letters independently and legibly with minimal rotations or reversals.
 - b. Use uppercase letter for l.
 - c. Identify and form numerals 0–9, including two-digit numeral pairs (e.g., 27).
 - d. Identify and form sentence end punctuation (period, exclamation point, question mark)

Social Studies Connections

Integrating Social Studies with Reading and Writing

Holidays: Informational Text Connections

- 1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day
- 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom
- 1.1(B) compare the observance of holidays and celebrations

Historical Figures: Informational Text Connections

- 1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation
- 1.2(B) compare the lives of historical figures who have influenced the state and nation

Culture: Personal Narrative Writing Connections

- 1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities
- 1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities

Research Project

Spring: Complete the research project through a shared reading/writing experience followed by an independent writing product.

- Students and teacher will identify a question on a given topic from Social Studies
- Students and teacher will work together to locate answers to the question(s) using text, digital and primary sources.
- Students and teacher will create a shared writing product to report their research.
- Students will respond individually with a written product containing 3-5 well formed sentences.

Religion Connections

Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through a shared reading/writing experience followed by an independent writing product.

-Students and teacher will identify a question on a given topic.

example: What is the meaning of Advent and how do we celebrate it?

-Students and teacher will work together to locate answers to the question using text, digital and primary sources.

-Students and teacher will create a shared writing product to report their research.

-Students will respond with a written product containing 3-5 well formed sentences.

Oral Language

Retell in simple terms Bible stories of creation, birth of Jesus, and the Easter story.