



Literacy - Grade 1

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, comprehension, critical thinking, and collaboration skills are taught within the context of reading, writing, speaking and listening, and language. Students also learn basic foundational skills such as print concepts, phonics, and phonological awareness.

Enduring Understandings:

- Readers make sense of key ideas and details presented in literature and informational text by using a variety of strategies.
- Readers gain insight and strengthen understanding while analyzing texts for structure, purpose and viewpoint.
- Readers compare and contrast ideas derived from key details in informational text and literature to gain knowledge and ideas through analyzing and evaluating content, characters, setting, or events.
- Readers understand the organization and basic features of print.
- Readers recognize the relationships between sound, syllables, and spoken words to analyze and apply decoding skills.
- Readers accurately process print with fluent expression at an appropriate rate.
- Writers write with a focused purpose using details and organization in a sequential way to clearly communicate ideas.
- Writers confer to strengthen their writing through assisted revising and editing.
- Researchers use multiple sources to gather information to answer a question.
- Conversationalists collaborate with diverse partners both peers and adults about grade-appropriate topics to evaluate and share ideas.
- Communicators present knowledge and ideas through appropriate organization using visual displays and technology.
- Communicators rely on the appropriate use of conventions of the language to effectively communicate.
- Readers and writers acquire and use vocabulary to clarify and clearly express meaning through words appropriate to context.

READING - LITERATURE

- I can ask and answer questions about key details in a text. (RL.1.1)
- I can use my own words to retell a story using key details. (RL.1.2)
- I can explain the author's overall message. (RL.1.2)
- I can describe the characters in a story using key details. (RL.1.3)
- I can describe the settings in a story using key details. (RL.1.3)
- I can describe the major events in a story using key details. (RL.1.3)
- I can identify words and phrases in a text that suggest feelings or senses. (RL.1.4)



READING - LITERATURE (continued)

- I can explain the difference between fiction and non-fiction books. (RL.1.5)
- I can identify who is telling the story during different parts of a text. (RL.1.6)
- I can use illustrations and details in a story to describe the characters, setting, or events or a story. (RL.1.7)
- I can compare and contrast the adventures and experiences of characters in stories. (RL.1.9)
- I can read and comprehend grade-level literature including stories and poetry with prompting and support. (RL.1.10)

READING - INFORMATIONAL TEXT

- I can ask and answer questions about key details in a text. (RI.1.1)
- I can identify the main idea or topic of a text. (RI.1.2)
- I can retell the key details of a text. (RI.1.2)
- I can describe a connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)
- I can determine the meanings of words and phrases in a text by asking and answering questions. (RI.1.4)
- I can use text features to locate key facts or information. (RI.1.5)
- I can determine the difference between what I learned from pictures or illustrations and what I learned from words. (RI.1.6)
- I can use the illustrations and details in a text to describe the key details. (RI.1.7)
- I can identify the reasons an author gives to support the points in a text. (RI.1.8)
- I can compare two texts by explaining how they are alike and different. (RI.1.9)
- I can read and comprehend grade-level informational texts with prompting and support. (RI.1.10)

READING - FOUNDATIONAL SKILLS

- I can demonstrate understanding of basic features of print. (RF.1.1)
- I can distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.A)
- I can orally produce single-syllable words by blending sounds. (RF.1.2.B)
- I can produce beginning, middle, and ending sounds of spoken words. (RF.1.2.C)
- I can orally segment the individual sounds of a spoken word. (RF.1.2.D)
- I can use phonics and decoding strategies to determine unknown words. (RF.1.3)
- I can read and understand grade-level text with purpose and understanding. (RF.1.4.A)
- I can read and understand grade-level text orally with accuracy on successive readings. (RF.1.4.B)
- I can read and understand grade-level text orally with appropriate rate on successive readings. (RF.1.4.B)
- I can read and understand grade-level text orally with expression on successive readings. (RF.1.4.B)
- I can recognize when a word I read does not make sense and self correct using context clues. (RF.1.4.C)



WRITING

- I can write an opinion piece with an introduction. (W.1.1)
- I can support my opinion with a reason. (W.1.1)
- I can provide some sense of closure to an opinion piece. (W.1.1)
- I can write an informative text with facts to support my topic. (W.1.2)
- I can provide a sense of closure to an informative text. (W.1.2)
- I can write a narrative story with events placed in the correct order. (W.1.3)
- I can use details to describe what happened in a narrative story. (W.1.3)
- I can use words to show event order in a narrative story. (W.1.3)
- I can write an ending for a narrative story that provides a sense of closure. (W.1.3)
- I can strengthen my writing by revising and adding details with guidance and support. (W.1.5)
- I can use digital tools to produce and publish my writing with guidance and support. (W.1.6)
- I can work with others to research and write about a topic. (W.1.7)
- I can recall information from experiences or gather information from provided sources. (W.1.8)

LANGUAGE

- I can use words correctly when I write or speak. (L.1.1)
- I can print all upper and lowercase letters correctly. (L.1.1.A)
- I can write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs. (L.1.1.C)
- I can write simple and compound sentences that make a statement, ask a question, make a command/request, or make an exclamation. (L.1.1.J)
- I can write sentences using correct capitalization. (L.1.2)
- I can write sentences using correct punctuation. (L.1.2)
- I can write sentences using correct spelling. (L.1.2)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.1.4)
- I can determine the difference between similar verbs and adjectives by defining, choosing, or acting out the meanings with guidance and support. (L.1.5)
- I can use new words and phrases I learn through reading, writing, and conversation. (L.1.6)



SPEAKING AND LISTENING

- I can follow the agreed upon rules for discussion. (SL.1.1.A)
- I can listen to the comments of others and share my own ideas. (SL.1.1.B)
- I can describe key ideas or details from a presentation or text read aloud. (SL.1.2)
- I can ask and answer questions about what a speaker says to help me understand the information. (SL.1.3)
- I can use details to describe people, places, things and events. (SL.1.4)
- I can express ideas and feelings clearly. (SL.1.4)
- I can add drawings or visual displays to clarify my ideas, thoughts, or feelings. (SL.1.5)
- I can speak in complete sentences when sharing my ideas. (SL.1.6)