



# Trinity Lutheran School

## First Grade

### Language Arts Essential Standards Chart

#### Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: First Grade		Subject: Language Arts				
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficient look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can describe main ideas and key details.	RL.1.3 RI. 1.2	Students will draw, write, or orally describe main ideas and key details as shown on the assessment.	<b>Vocabulary:</b> Characters, Setting, and describe. <b>Prior Knowledge:</b> Graphic organizer, adjective.	DRA and Reading A to Z benchmarking (at each students level)	Ongoing	Students will write about how a character in the story responds to major events and challenges.
I can know and use various text features to locate key facts or information	R.I.1.5	Students will be able to use a table of contents, glossary, bold heading or word, and labeled diagrams to locate facts and information within a text.	Concepts about print Reading above a level H Understanding illustrations and text to describe key details	Weekly comprehension assessments based on decodable Reading A to Z	Quarter 4 Ongoing	Students will use text feature knowledge in their writing to help organize and describe in detail what they understand about a topic.
I can use	R.I.1.7	Students will be	Concepts about	Weekly	Quarter 2	

illustrations and details in the text to describe key ideas.		able to use the title, pictures and text to help recall key ideas from a story.	print <b>Vocabulary:</b> describe	comprehension assessment based on decodable Reading A to Z	Ongoing	
I can identify basic similarities and differences between two texts on the same topic.	R.I.1.9	Students will be able to recall with basic understanding how stories on the same topic are alike and different	<b>Vocabulary:</b> Compare and contrast. <b>Prior Knowledge:</b> Alike, different	Weekly comprehension assessment based on decodable Reading A to Z	Ongoing	Use Venn diagrams to compare and contrast a topic.
I can read,use and spell first-grade high-frequency words.	R.F.1.3 L.1.2.D	Student can correctly read high frequency words with fluency or quick response (no sounding out)	Knowledge of Kindergarten high frequency words.	Dolch sight word inventory.	Quarter 4	Students will use and write high frequency words correctly and independently in their writing.
I can read regularly spelled one and two syllable words	R.F.2.3 A R.F.2.3 C	Students can read correctly and fluently one (ex. Wag, will, fog, went) and two (ex. Lady, magnet, publish, pencil) syllable words	Letter/sound knowledge, sight word knowledge, and cvc, blending digraphs and magic e vowel teams.	Decoding inventory	Quarter 2 - One syllable Quarter 4 - two syllable ongoing	Students will use and write multisyllable words in their writing.
I can read at 1st grade level accuracy and fluency to support comprehension	R.F.1.4B	Students progress through first grade reading levels by reaching an instructional level J at the end of first grade. Students will decode words fluently and pause at punctuation marks.	<b>Vocabulary:</b> Storytelling, voice, punctuation, and teaching voice. <b>Prior Knowledge:</b> Decodes, understands concepts of print, and punctuation.	DIBELS Oral Reading Fluency DRA and Reading A to Z benchmarking	Quarter 4	Students are able to comprehend and describe with specific detail what they have read for fiction and non-fiction.
I can read with cvc, blends/digraphs magic e vowel	R.L.1.2	Students can accurately read words from each	<b>Vocabulary:</b> Consonant, vowel <b>Prior Knowledge:</b>	Decoding inventory	Quarter 1	Work on writing words with vowel teams and final e

teams and bossy r.		single syllable subtest on a decoding inventory.	Letter names, letter sounds, long vowel sounds,			correctly
I can write a narrative and put two or more events in order (sequence) using transition words.	W.1.3	Students will provide three details in order about a single event in their life.	Life experience of family activities, trips, holidays, special occasions, and events	Writing rubrics MLPP checklist Teacher observation	Quarter 3 Ongoing	Students will write a narrative story <b>with</b> illustrations.
I can capitalize the beginning of a sentence and the names of people	L.1.2.A	Student writing has appropriate capitalization.	Understand proper nouns and appropriate sentence structure.	Writing rubric MLPP checklist Teacher observation	Quarter 3 Ongoing	Students will appropriately capitalize titles of books and other proper nouns.
I can use end marks/punctuation at the end of my sentences.	L.1.2.B	Student writing has appropriate ending punctuation marks. (question mark, period, exclamation point)	<b>Prior Knowledge:</b> Difference between a question, statement and exclamation.	Writing rubric MLPP checklist Teacher observation	Quarter 3 Ongoing	Students will appropriately use other types of punctuation in their writing.
I can write sentences that tell something, ask questions, and ones said with excitement in response to prompts.	L.1.1	Students will write declarative, a question, and an exclamatory sentence.	<b>Vocabulary:</b> Period, question mark, and exclamation point	Writing rubric MLPP Checklist Teacher observation	Quarter 4 Ongoing	Students will write a complete paragraph using all three types of sentences.