



1 <sup>st</sup> GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> <li>• <b>CS.ELA.K6.IS14:</b> Analyze the author’s reasoning and discover the author’s intent <i>(CCSSI.ELA.RL1.1; RL1.2; RL1.6; RL1.9; RI1.1; RI1.2; RI1.8)</i></li> <li>• <b>CS.ELA.K6.WS3:</b> Use grammar as a means of signifying concepts and the relationship to reason. <i>(CCSSI.ELA.RF1.1; RF1.2; W1.5; W1.6; SL1.6; L1.1; L1.2; L1.5)</i></li> <li>• <b>CS.ELA.K6.DS1:</b> Accept and value how literature aids one to live harmoniously with others. <i>(CCSSI.ELA.RL1.2; RL1.3; RL1.4; RL1.9; RL1.10)</i></li> <li>• <b>CS.ELA.K6.DS7:</b> Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays. <i>(CCSSI.ELA.RL1.1; RL1.2; RL1.4; RL1.5; RL1.6; RL1.9; RL1.10)</i></li> </ul>	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• Compare and contrast the adventures and experiences of characters in stories.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Identify the reasons an author gives to support points in a text.</li> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• 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</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds</li> <li>• Demonstrate understanding of the organization and basic features of print.</li> <li>• 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</li> <li>• Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>



### Essential Questions

- How do we determine why an author wrote a certain text?
- How can we decode the meaning of unfamiliar words with consistency?
- Where can I find beauty and truth in literature and poetry?
- What strategies can I use to help describe things and ideas to others effectively?
- How do sight words help us when we read and write?
- What causes characters to change from the beginning of a story to the end?
- What strategies do fluent readers use to make stories come to life?

### Vital Vocabulary

- Apply, Blend, Character, Consonant, Decode, Details, Digraph, Diphthong, Experience, Express, Familiar, Fiction, Fluency, Idea, Poetry, Predict, Recall, Relevant, Solution, State, Syllable, Understand, Vowel
  - Tier 1 and Tier 2 Vocabulary at teacher's discretion from suggested reading list ([Cardinal Newman Standards, Appendix C](#))