



**Dover Area School District Curriculum K-U-D
Grade 1 ELA**

Standards	Know	Understand	Do
Standards	Facts, formulas, vocab	Big ideas, concepts, principles, generalization	Numeracy, literacy, thinking strategies
CC.1.1.1.B Print Concepts Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.	basic features of print, capital letters, spaces, and punctuation	Letters come together to form words. Words come together to form sentences. Sentences come together to form paragraphs.	Identify: capital letters, punctuation marks, and spaces
CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. Add or substitute individual sounds (phonemes) in one syllable words to make new words.	syllables, sounds, long vowels, short vowels, blend, segment, consonant blends, digraphs, initial sounds, medial vowels, final sounds, substitute	Phonics skills are needed to sound out unknown words.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. Add or substitute individual sounds (phonemes) in one syllable words to make new words.
CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade-appropriate irregularly spelled words.	digraphs, final-e, vowel teams, one and two syllable words, grade level words with inflectional endings, grade-appropriate irregularly spelled words	Phonics skills are used to read unknown words.	Know and apply phonics skills to decode unfamiliar words in order to read grade level words.
CC.1.1.1.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	accuracy, fluency, rate, expression, context, self-correct, and reread	Readers need to read with accuracy and fluency in order to support comprehension.	Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.1.A Identify the main idea and retell key details of text.	main idea, key details	Nonfiction text has a structure of main ideas that are supported by key details.	State the main idea and key details.
CC.1.2.1.B Ask and answer questions about key details in a text.	key details	Information can be gained from asking and answering questions about key text details.	Ask and answer questions about key details in the text.
CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.	connections, comparing	Connections can be found between characters, events, and ideas in a nonfiction text.	Identify how parts of the story are connected.
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	text features, table of contents, glossary	Text features and search tools can be used to help find more information.	Use text features to locate key facts or information in a nonfiction text.
CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	words have meaning	Readers can use clues to find the meaning of words	Ask and answer questions to clarify words or phrases.
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	illustrations, details	Illustrations and details can clarify key text ideas.	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H Identify the reasons an author gives to support points in a text.	author's purpose	Effective readers identify the reasons to support an author's point in a text.	Identify author's purpose
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	compare and contrast, similarities and differences	Texts can have similarities and/or differences.	Compare and contrast two texts.
CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	vocabulary, phrases	Words and phrases can be used to make meaning.	Use words and phrases through conversation.



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CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	multiple-meaning words	Some words have multiple meanings.	Choose the correct multiple-meaning word.
CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	nonfiction and informational text	Effective readers use appropriate strategies to construct meaning from text.	Read and comprehend grade level text independently.
CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	main idea, key details	A retelling (summary) will include all important parts of the text.	Retell stories with main ideas and key details and include the central message or a lesson.
CC.1.3.1.B Ask and answer questions about key details in a text.	key details	Readers can ask and answer questions about details found in a text.	Ask and answer questions about key details in the text.
CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	characters, settings, events, key details	Key details are related to characters, settings, and major events.	Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D Identify who is telling the story at various points in a text.	narrator	Texts can be written from different points of view	Identify narrators
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	genres	Different genres have different characteristics.	Explain differences between genres
CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	emotions and senses	Certain words convey and relate to the senses or to emotions.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	characters, settings, events, key details	Illustrations and details can clarify characters, settings, or events.	Use the illustrations and details in a text to describe the characters, setting, and events.
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	compare and contrast	Characters can have the same or different experiences in stories.	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	multiple-meaning words	Some words have multiple meanings. Readers must choose the meaning based on context.	Choose the correct multiple-meaning word.
CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	vocabulary, phrases	Words and phrases can be used to make meaning.	Use words and phrases through conversation.
CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	literature	Effective readers use appropriate strategies to construct meaning from text.	Read and comprehend grade level text independently.
CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.	informational text structure	Informational writing is used to inform about a topic.	Write informative/ explanatory texts to examine a topic and convey ideas and information.
CC.1.4.1.B Identify and write about one specific topic.	topic	Information can be conveyed through writing on one specific topic.	Identify and write about one specific topic.
CC.1.4.1.C Develop the topic with two or more facts.	facts	Two or more facts will help a reader understand the topic.	Develop the topic with two or more facts.
CC.1.4.1.D Group information and provide some sense of closure.	closure	Writing needs to have an organization that includes closure.	Group information and provide some sense of closure.
CC.1.4.1.E Choose words and phrases for effect.	effect	Writing can be enhanced with words and phrases.	Choose words and phrases for effect.



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CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	parts of speech: nouns, verbs, adjectives; conventions: spelling, punctuation, capitalization, and grammar	Effective writing has parts of speech and conventions.	Write with a command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation. Use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
CC.1.4.1.G Write opinion pieces on familiar topics.	opinion	Opinions on familiar topics can be expressed through writing.	Write opinion pieces on familiar topics.
CC.1.4.1.H Form an opinion by choosing among given topics.	opinion	Opinions can be formed on different topics.	Form an opinion by choosing among given topics.
CC.1.4.1.I Support the opinion with reasons related to the opinion.	opinion	Opinions should have support for a topic.	Support the opinion with reasons related to the opinion.
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	opinion and closure	Opinions should be organized logically and include a closure.	Use a graphic organizer to organize an opinion piece.
CC.1.4.1.K Use a variety of words and phrases.	audience, purpose	Using a variety of words and phrases makes writing sound better.	Use a variety of words and phrases.
CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	conventions, spelling, commas	Grammar and the conventions of language influence spoken and written communication.	Use conventions, spelling, and commas in written communications.
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	Narratives are stories.	Narratives are stories that can be real or imagined.	Communicate and write stories that are real or imagined.
CC.1.4.1.N Establish who and what the narrative will be about.	characters and events	Narratives must have characters and events.	Determine who and what the narrative will be about.
CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	words that express emotion	Emotions and feelings can make the writing more effective.	Include thoughts and feelings to describe experiences and events.
CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	transition words and sequence of events	Events follow a sequential order.	Write a story using sequenced events and transition words.
CC.1.4.1.Q Use a variety of words and phrases.	audience, purpose	Using a variety of words and phrases makes writing sound better.	Use a variety of words and phrases.
CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	conventions, spelling, commas	Grammar and the conventions of language influence spoken and written communication.	Use conventions, spelling, and commas in written communications.
CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	ask and answer questions about a story	Writing can be improved when ideas are shared and discussed with others.	Respond to questions and suggestions from peers and add details to strengthen writing as needed.



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CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	use of digital tools and editing skills	Digital tools can be used to present and publish writing.	Use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.1.V Participate in individual or shared research and writing projects.	research tools	Information can be found through research and used to create writing pieces.	Research and create a project as an individual or in a group.
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	personal experiences and valid resources	Information can come from a variety of sources (experiences, texts, etc.)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	time frames of writing	Writing can be done in different time frames depending on the task.	Write for a shorter time or an extended time depending on the topic.
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	conversation	Collaborative conversations are important to communicate effectively.	Participate in conversations
CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	ask and answer questions	Questions can be asked to clarify the understanding of a topic.	Ask and answer questions.
CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	clarify, ask and answer questions	Questions can also be used to gather additional information.	Ask and answer questions.
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	people, place, things, express ideas, feelings, clearly, details, events	Details are used to express ideas and feelings clearly.	Describe with details.
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	complete sentence, task, situation	Complete sentences help to communicate effectively with those around us.	Speak in complete sentences.
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	visual displays, clarify ideas, thoughts, feelings	Visuals help to communicate thoughts and ideas clearly.	Use visuals to communicate.
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	conventions, speaking	Conventions are important when communicating.	Use conventions when speaking.