

Standards Scope and Sequence, Grade 1

Quarter: 1

Unit 1	Unit 2
<p>Reading: Literature Key Ideas and Details RL.1.1: Ask and answer questions about key details in a text RL.1.3: Describe characters, settings, and major events in a story, using key details. Craft and Structure RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Integration of Knowledge and Ideas RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. Range of Reading and Level of Text Complexity RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Reading: Informational Text Key Ideas and Details RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Integration of Knowledge and Ideas RI.1.7: Use the illustrations and details in a text to describe its key ideas. Range of Reading and Level of Text Complexity RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p>
<p>Reading: Foundational Skills Print Concepts RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness RF.1.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant diagraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. Fluency RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading: Foundational Skills Print Concepts RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness RF.1.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant diagraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. Fluency RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Writing: Narrative Text Types and Purposes W.1.3: 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</p>	<p>Writing: Narrative Conventions of Standard English W.1.3: 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</p>

<p>provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.1.5: 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.</p>	<p>provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.1.5: 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.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>
<p>Language</p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use</p> <p>L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.1.6: 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 (e.g., <i>because</i>).</p>	<p>Language</p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use</p> <p>L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.6: 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 (e.g., <i>because</i>).</p>

Standards Scope and Sequence, Grade 1

Quarter: 2

Unit 3	Unit 4
<p>Reading: Literature Key Ideas and Details RL.1.1: Ask and answer questions about key details in a text RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. Craft and Structure RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Integration of Knowledge and Ideas RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9: Compare and contrast the adventures and experiences of characters in stories. Range of Reading and Level of Text Complexity RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Reading: Informational Text Key Ideas and Details RI.1.1: Ask and answer questions about key details in a text. RI.1.2: Identify the main topic and retell key details of a text. Craft and Structure RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate Integration of Knowledge and Ideas RI.1.7: Use the illustrations and details in a text to describe its key ideas. RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Range of Reading and Level of Text Complexity RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p>
<p>Reading: Foundational Skills Print Concepts RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness RF.1.2. Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant diagraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading: Foundational Skills Print Concepts RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness RF.1.2. Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant diagraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

<p>Writing: Information/Expository Text Types and Purposes W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Production and Distribution of Writing W.1.5: 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. Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Writing: Information/Expository Text Types and Purposes W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Production and Distribution of Writing W.1.5: 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. W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening Comprehension and Collaboration SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>Speaking and Listening Comprehension and Collaboration SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>
<p>Language Conventions of Standard English L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Vocabulary Acquisition and Use L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. L.1.6: 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 (e.g., <i>because</i>).</p>	<p>Language Conventions of Standard English L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Vocabulary Acquisition and Use L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings. L.1.6: 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 (e.g., <i>because</i>).</p>

Standards Scope and Sequence, Grade 1

Quarter: 3

Unit 5	Unit 6
<p>Reading: Literature Key Ideas and Details RL.1.1: Ask and answer questions about key details in a text RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. Craft and Structure RL.1.6: Identify who is telling the story at various points in a text. Integration of Knowledge and Ideas RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. Range of Reading and Level of Text Complexity RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Reading: Informational Key Ideas and Details RI.1.1: Ask and answer questions about key details in a text RI.2: Identify the main topic and retell key details of a text. Craft and Structure RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas RI.1.7: Use illustrations and details in a text to describe its key ideas. RI.1.8: Identify the reasons an author gives to support points in a text. Range of Reading and Level of Text Complexity RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p>
<p>Reading: Foundational Skills Print Concepts RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness RF.1.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. Fluency RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p>	<p>Reading: Foundational Skills Print Concepts RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness RF.1.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. Fluency RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p>

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Writing: Opinion Text Types and Purposes W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing W.1.5: 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.</p> <p>Research to Build and Present Knowledge W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Writing: Opinion Text Types and Purposes W.1.1: Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing W.1.5: 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.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening Comprehension and Collaboration SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>Speaking and Listening Comprehension and Collaboration SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>
<p>Language Conventions of Standard English L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.1.6: 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 (e.g., <i>because</i>).</p>	<p>Language Conventions of Standard English L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.6: 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 (e.g., <i>because</i>).</p>

Standards Scope and Sequence, Grade 1

Quarter: 4

Unit 7	Unit 8
<p>Reading: Literature Key Ideas and Details RL.1.1: Ask and answer questions about key details in a text RL.1.3: Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Integration of Knowledge and Ideas RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Reading: Informational Text Key Ideas and Details RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate.</p> <p>Integration of Knowledge and Ideas RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Reading: Foundational Skills Print Concepts RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness RF.1.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonics and Word Recognition RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant diagraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading: Foundational Skills Print Concepts RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness RF.1.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonics and Word Recognition RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant diagraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Writing: Narrative Text Types and Purposes W.1.3: 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</p>	<p>Writing: Narrative Text Types and Purposes W.1.3: 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</p>

<p>provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.1.5: 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.</p>	<p>provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.1.5: 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.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>
<p>Language</p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use</p> <p>L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.1.6: 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 (e.g., <i>because</i>).</p>	<p>Language</p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use</p> <p>L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.6: 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 (e.g., <i>because</i>).</p>