

1st Grade ELA

2023 - 2024 NE CARES Pacing Guide

Resources Provided by NC Department of Public Instruction (NCDPI):

NC Standard Course of Study: 1st Grade ELA	1st Grade ELA Unpacking	1st Grade Learning Progressions	Quick Reference Guide for NC Standard Course of Study (1st Grade)	DIBELS 8th Edition Administration and Scoring Guide (includes information for grades K-3)	Standards-Based Resources
Standards-Based Question Stems	Standards-Based Sentence Frames	Supporting Learners: Scaffolds by Strand	Reading Foundational Skills Continuum	Text Selection Guide for Grades K-12	K-12 Glossary

Other Resources:

ReadWorks	Nearpod	Padlet	Florida Center for Reading Research (FCRR)	Quizlet
Kahoot	Quizizz	Actively Learn	Tools 4 Reading	Mini Anchor Charts
40 Ways to Read Like a Detective	Choice Boards	GetEpic	BetterLesson	Anchor Chart Ideas
SplashLearn	Blooket	Letrs-Appendix B Scope and Sequence Word Study	Writing Anchor Charts	West Virginia Phonics
English Worksheet Land	First Grade Reading Literature Question Stems	Phonics and Stuff	Big Learners	Education.com
Text Sets: Kentucky Text Sets				

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School Year at a Glance:

Domain/Cluster/Strand	Standards			
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Reading for Informational Text	RI1.1, RI1.2, RI1.3	RI1.4, RI1.5, RI1.6	RI1.7, RI1.8, RI1.9, RI1.10	RI 1.2, RI 1.3, RI1.4, RI1.5, RI 1.6, RI 1.7, RI1.8, RI 1.9, RI1.10
Reading Literature Text	RL1.1, RL1.2, RL1.3	RL1.4, RL1.5, RL1.6	RL 1.7, RL1.9, RL1.10	RL 1.2, RL.1.3, RL 1.4, RL 1.5, RL1.6, RL 1.7, RL 1.9 RL 1.10
Reading Foundational Skills	RF1.1,RF 1.1a, RF1.2, RF1.2c, RF1.2d	RF1.2b, RF1.3, RF1.3a, RF1.3b	RF1.2a, RF.1.3c, RF.1.3e RF.1.3f	RF.1.3d, RF.1.3g, RF.1.4 RF.1.4a, RF.1.4b, RF.1.4c
Language	L.1.1.A, L.1.2.B L.1.2.D, L.1.2.E, L.1.6	L.1.1.B, L.1.1.C, L.1.1.D, L.1.2.A, L.1.4.C, L.1.5.B, L.1.5.C, L.1.6	L.1.1, L.1.1.E, L.1.2.C, L.1.4, L.1.4.A L.1.4.B, L.1.5.D, L.1.6	L.1.1.F, L.1.1.G, L.1.1.H L.1.1.I, L.1.5, L.1.5.A, L.1.6
Writing	W.1.3, W.1.5, W.1.6, W.1.8	W.1.2, W.1.5, W.1.6, W.1.7 W.1.8	W.1.3, W.1.5, W.1.6, W.1.8	W.1.1, W1.5, W1.6, W1.7, W1.8 / Review (2 weeks for districts that have writing assessments)
Speaking and Listening	SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

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Unit/Module Pacing:

1st Nine Weeks ELA Standards					
Name of Unit/Module	Number of Days	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
Unit 1 Progression 1	5 days (Week 1)	RL.K.1 -With prompting and support, ask and answer questions about key details in a text.	RL.1.1 -Ask and answer questions about key details in a text.	Key Details Text	<ul style="list-style-type: none"> Ask and Answer Questions
		RF.K.1 -Demonstrate understanding of the organization and basic features of print.	RF.1.1 -Demonstrate understanding of the organization and basic features of print.	Punctuation	<ul style="list-style-type: none"> RF 1.1 Poem RF 1.1 What is a start sentence activity? Parts of Sentence
		W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	W.1.8 - Recall information from experiences or gather information from provided sources to answer a question	Shared Research	<ul style="list-style-type: none"> Writing About Past Experiences Research Project
		SL.K.1 -Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1 -Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	text topic	<ul style="list-style-type: none"> Sentence Frames: I participated in the conversation by... I heard you say... I think... I do not understand I did not understand when you said...
		LK.1 -Demonstrate command of the conventions of standard English grammar and usage	L.1.1 -Demonstrate command of the conventions of standard English grammar and usage	grammar proficiently/ proficient	<ul style="list-style-type: none"> Exclamation Marks

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		when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	when writing or speaking.	usage	
	5 days (Week 2)	RI K.1 -With prompting and support, ask and answer questions about key details in a text.	RI 1.1 -Ask and answer questions about key details in a text.	Key Details Text	<ul style="list-style-type: none"> • Ask and Answer Questions
		RF.K.1 -Demonstrate understanding of the organization and basic features of print.	RF1.1 -Demonstrate understanding of the organization and basic features of print.	Punctuation	<ul style="list-style-type: none"> • RF 1.1 Poem • RF 1.1 What is a start sentence activity? • Parts of Sentence
		W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	W.1.8 - Recall information from experiences or gather information from provided sources to answer a question	Shared Research	<ul style="list-style-type: none"> • Writing About Past Experiences • Research Project
		SL.K.1a -. Follow agreed-upon rules for discussions.	SL.1.1a Follow agreed-upon rules for discussions.	text topic	<ul style="list-style-type: none"> • Sentence Frame • I participated in the conversation by... • Sentence Frames: • I participated in the conversation by... • I heard you say... • I think...
		L.K.1.A -Print many upper- and lowercase letters.	L.1.1.A -Print all upper- and lowercase letters.	Upper lowercase	<ul style="list-style-type: none"> • Upper and Lowercase letters • L.1.1.A Worksheets
Unit 1 Progression	5 days (Week 3)	RLK.2 -With prompting and support, retell familiar stories, including key details	RL 1.2 -Retell stories, including key details, and demonstrate understanding of their central	Central Message Key Details Retell	<ul style="list-style-type: none"> • Mini Anchor Charts (Pages 5 & 6) • Anchor Chart Ideas # 23 (The

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2			message or lesson.		Retelling Hand) <ul style="list-style-type: none"> • Anchor Chart Ideas # 42 (Stop and Jot) • Retelling Quizizz • Too Much Glue Retelling Quizizz • RL 1.2 Big Learners Activities • RL 1.2 Worksheets and Lesson Plans
		RF.K.1a. Follow words from left to right, top to bottom, and page by page.	RF1.1a -Recognize and use capitalization and ending punctuation.	Capitalization Punctuation	<ul style="list-style-type: none"> • Complete Sentence Anchor Chart • RF 1.1a Turtle Nesting Season Lesson • Punctuation Anchor Chart
		W.K.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	W.1.3 -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Closure Event Recount Respond Sequence /Sequence of events Strength Temporal Transition words/phrases Topic	<ul style="list-style-type: none"> • Narrative Writing
		SL.K.1b -. Continue a conversation through multiple exchanges.	SL.1.1b -. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	text topic	<ul style="list-style-type: none"> • SL 1.1b Turtle Nesting Season Lesson

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2		L.K.1J-N/A	L.1.1.J- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Declarative Interrogative Imperative Exclamatory	<ul style="list-style-type: none"> • Sentence Based Responses • Imperatives • Interrogative and Declarative Sentence
	5 days (Week 4)	RI K.2- With prompting and support, identify the main topic and retell key details of a text.	RI 1.2- Identify the main topic and retell key details of a text.	Central Message Key Details Retell	<ul style="list-style-type: none"> • Mini Anchor Charts (Pages 5 & 6) • Anchor Chart Ideas # 23 (The Retelling Hand) • Anchor Chart Ideas # 42 (Stop and Jot)
		RF.K.1a. Follow words from left to right, top to bottom, and page by page.	RF1.1a- Recognize and use capitalization and ending punctuation.	Capitalization Punctuation	<ul style="list-style-type: none"> • Complete Sentence Anchor Chart • RF 1.1a Turtle Nesting Season Lesson • Punctuation Anchor Chart
		W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	W.1.3- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Closure Event Recount Respond Sequence /Sequence of events Strength Temporal Transition words/phrases Topic	<ul style="list-style-type: none"> • Narrative Writing
		SLK1.c-N/A	SL.1.1c- Ask questions to clear up any confusion about the topics and texts under discussion.	Topic text	<ul style="list-style-type: none"> • Activities and Lesson Plan Ideas

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		LK.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.	L.1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	english proficiently/ proficient punctuation	<ul style="list-style-type: none"> • Spelling Worksheets
Unit 1 Progression 3	5 Days (Week 5)	RLK.3- With prompting and support, identify characters, settings, and major events in a story.	RL 1.3- Describe characters, settings, and major events in a story, using key details.	Describe, Description, Descriptive Details Event Key Details Major Events Setting	<ul style="list-style-type: none"> • RL 1.3 Lesson 1RL 1.3 Lesson 2 • RL 1.3 Lesson 3, RL 1.3 Lesson 4 • RL 1.3 Passage and Questions-1st Grade • RL 1.3 Quiz, RL 1.3 Parts of a Story • RL 1.3 Beginning, Middle and End
		RF.K.2- Print upper- and lowercase letters.	RF.1.2- Print upper- and lowercase letters.		<ul style="list-style-type: none"> • Upper/ Lower Case Letters Anchor Chart and Activity
		W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	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	Digital tools publish	<ul style="list-style-type: none"> • Digital Publishing/Writing
		SL.K.2- Confirm understanding of a text read aloud or information presented orally or through other	SL.1.2- Ask and answer questions about key details in a text read aloud or information	Key details text	<ul style="list-style-type: none"> • Activities and Lesson Plan Ideas

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		media by asking and answering questions about key details and requesting clarification if something is not understood.	presented orally or through other media.		
		L.K.2.B- Recognize and name end punctuation.	L.1.2.B Use end punctuation for sentences.	Punctuation	<ul style="list-style-type: none"> • End Punctuation of Sentences
	5 Days (Week 6)	RI K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe, Description, Descriptive Details Event Key Details Major Events Setting	<ul style="list-style-type: none"> • RI 1.3 Lesson 1 and 2 • RI 1.3 Lesson 3 & 4 • RI 1.3 Passages and Questions • RI 1.3 Quiz , • RI 1.3 Resources • Connection Between Two Items In Text • Describing Characters- 1st Grade
		RF.K.2- Print upper- and lowercase letters.	RF.1.2- Print upper- and lowercase letters.	Upper lowercase	<ul style="list-style-type: none"> • Upper/ Lower Case Letters Anchor Chart and Activity
		W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	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	Digital tools publish	<ul style="list-style-type: none"> • Digital Publishing/Writing
		SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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.	Clarify gather	<ul style="list-style-type: none"> • Lesson Plan Ideas
		L.K.2.D -Spell simple words phonetically, drawing on knowledge of sound-letter	L.1.2.D Use conventional spelling for words with common spelling patterns and for	conventional	<ul style="list-style-type: none"> • Patterned and Irregular Words • L.1.2D Game

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		relationships	frequently occurring irregular words.		<ul style="list-style-type: none"> • Phonics and Stuff Spelling Activity
Unit 1 Culminating Review of Progressions 1 - 3	5 Days (Week 7)	RI K.1 -With prompting and support, ask and answer questions about key details in a text. RL K.1 -With prompting and support, ask and answer questions about key details in a text.	RI 1.1 -Ask and answer questions about key details in a text. RL1.1 -Ask and answer questions about key details in a text.	Key Details Text	<ul style="list-style-type: none"> • Mini Anchor Charts (Pages 5 & 6) • Anchor Chart Ideas # 23 (The Retelling Hand) • RI 1.2 Turtle Nesting Season Lesson • RI 1.3 Passages and Questions • RI 1.3 Kahoot • RL 1.3 Passage and Questions-1st Grade
		RF.K.2c -Blend and segment onsets and rimes of single syllables in spoken words.	RF1.2c -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Phonemes	<ul style="list-style-type: none"> • Pronouncing Phonemes
		W.K.5 -Participate in shared investigation of grade appropriate topics and writing projects.	W.1.5 -Participate in shared research and writing projects.	Shared Research	<ul style="list-style-type: none"> • Peer Writing and Editing • Writing Prompts
		SL.K.4 -Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.4 -Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Relevant Details	<ul style="list-style-type: none"> • SL 1.4 Activities
		L.K.2.E -N/A	L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Spelling Conventions	<ul style="list-style-type: none"> • Phonemic Alliteration

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	5 Days (Week 8)	RI K.2 -With prompting and support, identify the main topic and retell key details of a text. RLK.2 -With prompting and support, retell familiar stories, including key details	RI 1.2 -Identify the main topic and retell key details of a text. RL 1.2 -Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Central Message Key Details Retell	<ul style="list-style-type: none"> • RI 1.2 Turtle Nesting Season Lesson • RL 1.2 Worksheets and Lesson Plans
		RF.K.2c -Blend and segment onsets and rimes of single syllables in spoken words.	RF1.2c -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Initial vowel Medial vowel Final sounds	<ul style="list-style-type: none"> • Pronouncing Phonemes
		W.K.5 -Participate in shared investigation of grade appropriate topics and writing projects.	W.1.5 -Participate in shared research and writing projects.	Shared Research	<ul style="list-style-type: none"> • Peer Writing and Editing • Writing Prompts
		SL.K5 -Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Drawings visual	<ul style="list-style-type: none"> • SL 1.5 Activities
		L.K.2.E -N/A	L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Spelling conventions	<ul style="list-style-type: none"> • Phonemic Alliteration
	5 Days (Week 9)	RI K.3 -With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RLK.3 -With prompting and support, identify characters, settings, and major events in a story.	RI 1.3 -Describe the connection between two individuals, events, ideas, or pieces of information in a text. RL 1.3 -Describe characters, settings, and major events in a story, using key details.	Describe, Description, Descriptive Details Event Key Details Major Events Setting	<ul style="list-style-type: none"> • Think-Pair-Share (Students Verbally answer questions with a partner) • 4 Corners Activity (Students choose a question to answer from the questions they created)
		RF.K.2d -Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-	RF.1.2d -Segment spoken single syllable words into their complete sequence of individual	Phonemes segment	<ul style="list-style-type: none"> • Counting Phonemes

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		phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.)	sounds (phonemes).		
		W.K.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	W.1.3 -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Closure Event Recount Respond Sequence /Sequence of events Strength Temporal Transition words/phrases Topic	<ul style="list-style-type: none"> • Narrative Writing
		SL.K6 - Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.6 -Produce complete sentences when appropriate to task and situation.	Produce task	<ul style="list-style-type: none"> • SL 1.6 Activities
		LK.6 -Use words and phrases learned through conversations, reading and being read to, and responding to texts.	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., because).	Phrases conversations	<ul style="list-style-type: none"> • Vocabulary Words • Spelling Strategies Anchor Charts

1st Nine Weeks Learning Targets

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Day #	Daily Learning Target	How will the daily learning target be assessed?
Day 1-5 (Week 1)	RL 1.1 I can ask questions about details in a literary text (Day 1-2)	<ul style="list-style-type: none"> 4 Corners Activity (Students create and answer questions with the question stems posted in the 4 corners) Think-Pair-Share (Ask Questions using Question Stems) <ul style="list-style-type: none"> First Grade Reading to Literature Question Stems
	RL 1.1 I can answer questions about details in a literary text (Day 3-4)	
	RL 1.1 I can ask and answer questions about key details in a text (Day 5)	
	RF 1.1 -I can understand the organization and basic features of print.	<ul style="list-style-type: none"> The teacher provides a collection of subjects and actions to students. Students choose one of each and use them to create a sentence. Students independently write their sentences using correct capitalization and ending punctuation. Daily Editing Practicing Sentences Or Sentence Writing Practice
	W.1.8 -I can remember what was taught to answer a question.	<ul style="list-style-type: none"> The teacher reads a text and asks students to write and sentence about the ending of the text.
	SL.1.1 -I can follow rules for discussions.	<ul style="list-style-type: none"> Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.
	L.1.1 -I can make telling and asking sentences.	<ul style="list-style-type: none"> Students work in pairs to orally generate sets of singular and plural nouns with matching verbs. Students continue to practice this skill by participating in skill-based performance activities such as matching cards, computer games, and composing basic sentences.
Day 6-10 (Week 2)	RI 1.1 I can ask questions about details in informational text (Day 6-7) RI 1.1 I can answer questions about details in informational text (Day 8-9)	<ul style="list-style-type: none"> Think-Pair-Share (Ask Questions using Question Stems) Create Questions(Ask Questions using Question Stems) 4 Corners Activity (Students create questions with the

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	RI 1.1 I can ask and answer questions about key details in a text (Day 10)	<ul style="list-style-type: none"> question stems posted in the 4 corners) • Think-Pair-Share (Students Verbally answer questions with a partner) • 4 Corners Activity (Students choose a question to answer from the questions they created)
	RF 1.1 -I can understand the organization and basic features of print.	<ul style="list-style-type: none"> • The teacher writes a morning message each day with missing or incorrect punctuation and capitalization. Students find and correct the mistakes. • The teacher writes several sentences and cuts them into pieces. Students put the sentences back in order, paying close attention to capitalization and ending punctuation. • Daily Editing Practicing Sentences • Sentence Writing Practice
	W.1.8 -I can remember what was taught to answer a question	<ul style="list-style-type: none"> • Students identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts, to answer a given question provided by the teacher.
	SL 1.1a -I can follow rules for discussions	<ul style="list-style-type: none"> • Students role play the rules and discuss why it is important to follow these during conversations
	L.1.1a -I can print all uppercase and lowercase letters	<ul style="list-style-type: none"> • Teacher will provide students with the task of writing 2 - 3 sentences in writing journals of a given topic. As students complete the task, the teacher will observe students letter formation and legibility.
Day 11-15 (Week 3)	RL 1.2 -I can retell a story, including important details (Day 11-12) RL 1.2 -I can explain the important message or lesson or a story (Day 13-14) RL 1.2 -I can retell stories, including key details, and demonstrate understanding of their central message or lesson (Day 15)	<ul style="list-style-type: none"> • Beginning Middle End Story Map • Students retell using Five Finger Retell identifying the characters, setting, problem, main events, and solution/resolution.
	RF 1.1A - I can find and point to the first word, the beginning capital letter and the ending mark in a sentence.	<ul style="list-style-type: none"> • Daily Editing Practicing Sentences • Sentence Writing Practice

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	W.1.3- I can write to tell an organized story with details.	<ul style="list-style-type: none"> Students will be asked to write a story with details on how to make a peanut butter and jelly sandwich.
	SL.1.1b- I can be a part of conversations by listening to other people's comments and thinking about what to say.	<ul style="list-style-type: none"> Students work with the teacher to create rules for discussions. Students role play the rules and discuss why it is important to follow these during conversations.
	L.1.1J- I can use simple and compound sentences (statements, questions, commands and exclamations).	<ul style="list-style-type: none"> Students independently write their sentences using correct capitalization and ending punctuation.
Day 16-20 (Week 4)	RI 1.2 I can identify the main topic of an informational text (Day 16-17)	<ul style="list-style-type: none"> Students state the main topic of an informational text. Students also state important details from the text. Students read an appropriately leveled text in small groups. Using the book, students complete a main topic tree map, noting the main topic at the top and followed by three to four important key details which help the reader understand the topic.
	RI 1.2 I can retell details in an informational text (Day 18-19)	
	RI 1.2 I can identify the main topic and retell the key details of a text (Day 20)	
	RF 1.1A- I can find and point to the first word, the beginning capital letter and the ending mark in a sentence.	<ul style="list-style-type: none"> Students will be given a sentence and will be asked by the teacher to color the first word (red), underline the first capital letter (green), and color the ending mark (blue).
	W.1.3- I can write to tell an organized story with details.	<ul style="list-style-type: none"> Students will be asked to write a story with details on how to make a peanut butter and jelly sandwich.
	SL.1.1c- I can ask questions during conversations to help me understand what is being shared.	<ul style="list-style-type: none"> Students add to the discussion, maintaining the topic with appropriate comments. Students ask questions to clarify any confusion.
	L.1.2- I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> Students will be asked to write a sentence of their choice, in the correct format.
Day 21-25 (Week 5)	RL 1.3 I can describe the characters and setting in a story (Day 21-22)	<ul style="list-style-type: none"> Think-Pair-Share (Students Verbally answer questions with a partner) 4 Corners Activity (Students choose a question to answer from the questions they created)
	RL 1.3 I can describe the major events in a story using key details (23-24)	

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	RL 1.3 I can describe the characters, setting, and major events in a story using key details (Day 25)	
	RF1.2- I can show that I know how words and their parts go together.	<ul style="list-style-type: none"> Students write all uppercase, lowercase letters and words so they are easily readable.
	W.1.6- I can use a computer or tablet to publish my writing.	<ul style="list-style-type: none"> Students can use computers to type 1-2 sentences.
	SL.1.2- I can ask and answer questions about things I hear and see.	<ul style="list-style-type: none"> With a peer students can ask and answer questions about what they hear and see outside during recess.
	L.1.2.B- I can use the right punctuation at the ends of my sentences.	<ul style="list-style-type: none"> Teacher will read a sentence aloud and the student will be asked to identify the correct punctuation for the sentence. Students can identify by: writing the ending mark on a sheet of paper and turn it into the teacher or they can use a dry erase marker and write the ending mark on the desk and the teacher will walk around to check students' work.
Day 26-30 (Week 6)	RI 1.3 I can describe how two people are connected in informational texts RL1.3 I can describe individuals, events, ideas, or pieces of information in a text	<ul style="list-style-type: none"> Think-Pair-Share (Students Verbally answer questions with a partner) Think-Pair-Share (Ask Questions using Question Stems) Create Questions(Ask Questions using Question Stems) 4 Corners Activity (Students create questions with the question stems posted in the 4 corners)
	RF1.2- I can show that I know how words and their parts go together.	<ul style="list-style-type: none"> <u>Read, Trace, Write, Draw Sentences</u>
	W.1.6- I can use a computer or tablet to publish my writing.	<ul style="list-style-type: none"> Students can use computers to type 1-2 sentences.
	SL.1.3- I can ask and answer questions about what a speaker says to help me understand the person better.	<ul style="list-style-type: none"> Think-Pair-Share (Students Verbally answer questions with a partner) Think-Pair-Share (Ask Questions using Question Stems)

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	L.1.2.D- I can use sight words and spelling patterns to help me spell words correctly.	<ul style="list-style-type: none"> Students will be asked to write random words provided by the teacher on their whiteboards (CVC, CVCe, CCVC etc.)
Day 31-35 (Week 7)	RL 1.1 I can ask and answer questions about key details in a text RI 1.1 I can ask and answer questions about key details in a text	<ul style="list-style-type: none"> Students discuss key details from the text using think, pair, and share. After a period of discussion, they share their thoughts as a group. Students create a story map, sequencing the events/facts learned in an illustrated fashion. Students discuss and organize key details from the text using think, pair, share. After a period of discussion, they share their thoughts as a group. Students use organizers to map out key information from the text.
	RF1.2c- I can find and tell the beginning, middle and ending sounds in short words.	<ul style="list-style-type: none"> Provide students with dry erase boards and markers. Have students write the CVC words in which you provide. Teachers observe students pointing to the beginning, middle and ending sounds when asked.
	W.1.5- I can listen to others' ideas to help add details to my stories.	<ul style="list-style-type: none"> After reading a given text, pair students up in groups of twos. Have students retell the story and add their own ending of the text with the assistance of their peer. Teachers observe and provide assistance if needed.
	SL.1.4- I can use details when I tell about people, places and things to help others understand them better.	<ul style="list-style-type: none"> Students will tell their peers about something they did over the weekend, providing details. Teachers observe and provide assistance if needed.
	L.1.2.E- I can use what I know about letters and their sounds to spell new words correctly.	<ul style="list-style-type: none"> Provide students with dry erase boards and markers. Have students write words in which you ask them to write (random words CVC, CVCe etc.)
Day 36-40 (Week 8)	RL 1.2- I can retell stories, including key details, and demonstrate understanding of their central message or lesson RI 1.2 I can identify the main topic and retell the key details of a text	<ul style="list-style-type: none"> Students retell using Five Finger Retell identifying the characters, setting, problem, main events, and solution/resolution. Students read an appropriately leveled text in small groups. Using the book, students complete a main topic tree map, noting the main topic at the top and

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		followed by three to four important key details which help the reader understand the topic.
	RF1.2c- I can find and tell the beginning, middle and ending sounds in short words.	<ul style="list-style-type: none"> Provide students with dry erase boards and markers. Have students write words in which you provide. Teachers observe students pointing to the beginning, middle and ending sounds when asked.
	W.1.5- I can listen to others' ideas to help add details to my stories.	<ul style="list-style-type: none"> After reading a given text, pair students up in groups of twos. Have students retell the story and add their own ending of the text with the assistance of their peers. Teachers observe and provide assistance if needed.
	SL.1.5- I can use drawings or other things like that to help others understand what I am talking about.	<ul style="list-style-type: none"> Students will be asked to provide an illustration about one of the previous events or (something they did over the summer), provide details and explain to peer.
	L.1.2.E- I can use what I know about letters and their sounds to spell new words correctly.	<ul style="list-style-type: none"> Students will be asked to write random words provided by the teacher on their whiteboards (CVC, CVCe, CCVC etc.)
Day 41-45 (Week 9)	RL 1.3 I can describe the characters, setting, and major events in a story using key details RI 1.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text	<ul style="list-style-type: none"> Students complete B-M-E graphic organizers detailing major events from the beginning, middle, and end. The organizers include what the characters say, do, and think. Students specifically tell where and when a story takes place, noting changes throughout. Students identify the major events of the story. Students create a chart tracking the cause and effect relationships between events, such as the connections between sunlight, water, and good soil for growing plants.
	RF 1.2d- I can break down short words and say each sound by itself.	<ul style="list-style-type: none"> CVC Worksheet
	W.1.3- I can write to tell an organized story with details.	<ul style="list-style-type: none"> Interactive Writing Notebook

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	SL.1.6- I can speak and share my ideas in complete sentences when I need to.	<ul style="list-style-type: none"> While discussing a grade level topic with peers, students are using complete sentences. Teacher can observe and assist when needed.
	L.1.6- I can use conjunctions. (and, but, or, so, because)	<ul style="list-style-type: none"> Daily Grammar Worksheets

2nd Nine Weeks ELA Standards

Name of Unit/Module	Number of Days	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
Unit 2 Progression 1	5 Days (Week 1)	RI.K.4- With prompting and support, ask and answer questions about unknown words in a text and define the role of each in presenting the ideas or information in a text.	RI 1.4- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	phrase(s) text	<ul style="list-style-type: none"> RI 1.4 Activities
		RF.K.2b- Count, pronounce, blend and segment syllables in spoken words	RF.1.2b- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Syllable Phonemes	<ul style="list-style-type: none"> Consonant Blends
		W.K.2- Use a combination of	W.1.2- Write	Informative facts	Informative Writing

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		drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section		
		SL.K.1 -Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1 -Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Collaborative	<ul style="list-style-type: none"> ● Sentence Frames: <ul style="list-style-type: none"> ○ I participated in the conversation by... ○ I heard you say... ○ I think... ○ I do not understand... ○ I did not understand when you said...
		L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Conventions	<ul style="list-style-type: none"> ● L.1.1 Resources
	5 days (Week 2)	RL.K.4 -Ask and answer questions about unknown words in a text	RL 1.4 -Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	phrase(s) poem	<ul style="list-style-type: none"> ● RL 1.4 Emotions Charts ● RL 1.4 Graphic Organizer ● RL 1.4 Turtle Nesting Season Lesson ● RL 1.4 Activity ● RL 1.4 Enemy Pie Activity
		RF.K.2b -Count, pronounce, blend and segment syllables in spoken words.	RF.1.2b -Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Consonant blends	<ul style="list-style-type: none"> ● Consonant Blends
		W.K.2 -Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	W.1.2 -Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	Informative facts	

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		SL.K.1a- Follow agreed-upon rules for discussions.	SL.1.1a- Follow agreed-upon rules for discussions.	Collaboration conversations	<ul style="list-style-type: none"> SL.1.1a Activities
		L.K.1.B- Use frequently occurring nouns and verbs.	L.1.1.B- Use common, proper, and possessive nouns.	Common Proper Nouns Possessive Nouns	<ul style="list-style-type: none"> Possessive Nouns
Unit 2 Progression 2	5 Days (Week 3)	RI.K.5- Identify the front cover, back cover, and title page of a book	RI 1.5- Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	text text features	<ul style="list-style-type: none"> RI 1.5 Text Feature Activities RI 1.5 Text Feature Activities 2
		RF.K.2b- Count, pronounce, blend and segment syllables in spoken words	RF.1.2b- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phonemes	<ul style="list-style-type: none"> RF 1.2b Consonant Blends Worksheets
		W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	W.1.2- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	Informative concluding	<ul style="list-style-type: none"> W 1.2 Resources
		SL.K.1b- Continue a conversation through multiple exchanges.	SL.1.1b- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Conservations	<ul style="list-style-type: none"> Students will exchange ideas while in small groups about a given topic.
		L.K.1.C- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.1.1.C- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Singular Nouns Plural Nouns	<ul style="list-style-type: none"> L 1.1 C Matching Verbs and Nouns In Sentences Worksheets
	5 Days (Week 4)	RL.K.5- Recognize common types of texts (e.g., storybooks,	RL 1.5- Explain major differences between books that	Illustration text	<ul style="list-style-type: none"> RL 1.5 Lesson Plans RL 1.5 Activities

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		poems)	tell stories and books that give information.		<ul style="list-style-type: none"> • RI 1.5/RL 1.5 Frogs Activity • RL 1.5 Powerpoint Activity • RL 1.5 Activities 2
		RF.K.3 -Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3 -Know and apply grade-level phonics and word analysis skills in decoding words.	Phonics Word analysis	<ul style="list-style-type: none"> • Short Vowel Emoji Activity
		W.K.5 -.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.1.5 - With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	Suggestions Details	<ul style="list-style-type: none"> • W 1.5 Grade 1 Peer Writing and Editing Worksheets
		SL.K.1c-N/A	SL.1.1c -Ask questions to clear up any confusion about the topics and texts under discussion.	topic text	<ul style="list-style-type: none"> • Sentence Frames: <ul style="list-style-type: none"> ○ I thought ... was confusing because... ○ I learned that... ○ I want to know... ○ I wonder...
		L.K.1.d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.1.1.d -Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Personal Possessive indefinite pronouns	<ul style="list-style-type: none"> • L 1.1D Personal, Possessive, and Indefinite Pronoun Worksheets
Unit 2 Progression 3	5 Days (Week 5)	RI.K.6 -Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI 1.6 -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	illustrations	<ul style="list-style-type: none"> • RI 1.6 Artic Animals Activity • RI 1.6 Lesson 1 • RI 1.6 Lesson 2 • RI 1.6 lesson 3 • RI 1.6 Graphic Organizers.pdf • RI 1.6 Passages and

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					Questions.pdf <ul style="list-style-type: none"> • RI 1.6 Quiz • RI 1.6 Information from Text Vs. Pictures
		RF.K.3 -Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3 -Know and apply grade-level phonics and word analysis skills in decoding words.	Phonics Word Analysis Decoding words	<ul style="list-style-type: none"> • Short Vowel Emoji Activity
		W.K.5 -.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.1.5 -With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	Topic details	<ul style="list-style-type: none"> • W 1.5 Grade 1 Peer Writing and Editing Worksheets
		SL.K.2 -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.	SL.1.2 -Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Key details	<ul style="list-style-type: none"> • SL.1.2 Resources
		L.K.2a -Capitalize the first word in a sentence and the pronoun	L.1.2a - Capitalize dates and names of people.	capitalize	<ul style="list-style-type: none"> • L 1.2 A Capitalizing Dates and Names Worksheets • L1.2A Variant Vowels Worksheets

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	5 Days (Week 6)	RL.K.6 -With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL 1.6 -Identify who is telling the story at various points in a text.	text	<ul style="list-style-type: none"> • RL 1.6 Lesson 1 • RL 1 Lesson 2 • RL 1.6 Lesson 3 • RL 1.6 Passages and Questions.pdf • RL 1.6 Graphic Organizers Copy.pdf • RL 1.6 Task Cards.pdf • RL 1.6 Quiz • RL 1.6 Identifying The Narrator • RL 1.6 Video Lesson
		RF.K.3a -Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	RF.1.3a -Know the spelling-sound correspondences from common consonant digraphs.	Consonant digraphs	<ul style="list-style-type: none"> • RF 1.3A Digraph Worksheets
		W.K.6 -With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	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	Digital tools Publish collaboration	<ul style="list-style-type: none"> • W 1.6 Digital Publishing / Writing Worksheets
		SL.K.3 -Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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.	clarify	<ul style="list-style-type: none"> • After reading students a text, have students find the cause and effect and to create their own cause and effect to the story.

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		L.K.4c-N/A	L.1.4c- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Root words	<ul style="list-style-type: none"> • L 1.4 C Resources <ul style="list-style-type: none"> ◦ identifying Roots and Inflectional Forms
Unit 2 Culminating Review of Progressions 1-3	5 Days (Week 7)	RI.K.4- With prompting and support, ask and answer questions about unknown words in a text and define the role of each in presenting the ideas or information in a text. RL.K.4- Ask and answer questions about unknown words in a text	RI 1.4- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RL 1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	phrase(s) text Poem	<ul style="list-style-type: none"> • RI 1.4 Resources <ul style="list-style-type: none"> ◦ Questions to Clarify Words or Phrases • RL 1.4 Resources <ul style="list-style-type: none"> ◦ Feeling and Emotions Words in Stories or poems
		RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	RF.1.3a- Know the spelling-sound correspondences from common consonant digraphs.	Consonant digraphs	<ul style="list-style-type: none"> • Consonant Digraph Activity
		W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	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	Digital tools publish	<ul style="list-style-type: none"> • W.1.6 Resources <ul style="list-style-type: none"> ◦ Digital Publishing/Writing
		SL.K.4- Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.4- Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	describe	<ul style="list-style-type: none"> • Students will be able to create sentences about a recent event in which they have experience(ex. Going to the park, going to the beach, going to the store, playing outside etc.)
		L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	L.1.5b- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat	Define Category attributes	<ul style="list-style-type: none"> • Students will look through animal books and define words with 1 or more attributes (ex. a flamingo is a bird that does not fly etc.)

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		(antonyms).	with stripes).		
	5 Days (Week 8)	RI.K.5 -Identify the front cover, back cover, and title page of a book RL.K.5 - Recognize common types of texts (e.g., storybooks, poems)	RI 1.5 -Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RL 1.5 -Explain major differences between books that tell stories and books that give information.	text features	<ul style="list-style-type: none"> ● RI 1.5 Resources <ul style="list-style-type: none"> ○ Locating Key Features ● RL 1.5 Resources <ul style="list-style-type: none"> ○ The Difference Between Stories and Informational Texts
		RF.K.3b -Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.1.3b -Decode regularly spelled one syllable words.	Decode	<ul style="list-style-type: none"> ● RF.1.3b Activities
		W.K.7 -Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them	W.1.7 -Participate in shared research and writing projects	Shared research	<ul style="list-style-type: none"> ● W 1.7 Resources <ul style="list-style-type: none"> ○ How to Writing
		SL.K.5 -Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Drawings Visual displays	<ul style="list-style-type: none"> ● SL.1.5 Activities
		L.K.5c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.1.5c -Identify real-life connections between words and their use (e.g., note places at home that are cozy).	connections	<ul style="list-style-type: none"> ● L.1.5c Activity
	5 Days (Week 9)	RI.K.6 -Name the author and illustrator of a text and define the role of each in presenting the	RI 1.6 -Distinguish between information provided by pictures or other illustrations and	Distinguish Illustrations text	<ul style="list-style-type: none"> ● RI 1.6 Passages and Questions.pdf

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		ideas or information in a text. RL.K.6 -With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	information provided by the words in a text. RL 1.6 -Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> • RI 1.6 Graphic Organizers.pdf • RL 1.6 Passages and Questions.pdf • RL 1.6 Graphic Organizers Copy.pdf
		RF.K.3b -Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.1.3b -Decode regularly spelled one syllable words.	Decode	<ul style="list-style-type: none"> • RF.1.3b Activities
		W.K.8 -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 -Recall information from experiences or gather information from provided sources to answer a question .	Recall experiences	<ul style="list-style-type: none"> • W 1.8 Resources <ul style="list-style-type: none"> ◦ Writing About Past Experiences
		SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.6 -Produce complete sentences when appropriate to task and situation.	Produce	<ul style="list-style-type: none"> • SL.1.6 Activities
		L.K.6 -Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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., because).	Phrase conversations	<ul style="list-style-type: none"> • Conjunction "because" Activity • Conjunction Anchor Chart • Conjunctions Sentence Completion Cards
3rd Nine Weeks ELA Standards					

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Name of Unit/Module	Number of Days	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
Unit 3 Progression 1	5 Days (Week 1)	RL K.7 -With prompting and support, describe how the words and illustrations work together to tell a story.	RL 1.7 -Use illustrations and details in a story to describe its characters, setting, or events	describe event illustration setting	<ul style="list-style-type: none"> RL 1.7 Resources <ul style="list-style-type: none"> Using Illustrations and Details to Describe Stories Problem and Solution
		RF K.2a -Recognize and produce rhyming words.	RF 1.2a -Distinguish long from short vowel sounds in spoken single syllable words..	Long vowel Short vowel	<ul style="list-style-type: none"> Long and Short Vowel Activities
		W K.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened	W.1.3 -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Closure Event Recount Respond sequence/ sequence of events Strengthen Temporal transitional words	<ul style="list-style-type: none"> Anchor Charts (Retelling page 7) Narrative Writing CCSS.ELA-LITERACY.W.1.3 : First Grade English Language Arts Worksheets
		SL K.1 -Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1 -Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Text Topic	
		L K.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	L.1.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	Conventions of spoken and written standard English Grammar proficient/ Proficiently Usage	

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	5 Days (Week 2)	RI.K.7 -With prompting and support, describe how the words and illustrations work together to provide information.	RI 1.7 -Use the illustrations and details in a text to describe its key ideas	describe illustration key details text	<ul style="list-style-type: none"> • RI 1.7 Resources <ul style="list-style-type: none"> ◦ Using Illustrations and Details For Key Ideas
		RF K.2a -Recognize and produce rhyming words.	RF 1.2a -Distinguish long from short vowel sounds in spoken single syllable words..	Long vowel Short vowel	<ul style="list-style-type: none"> • Long and Short Vowel Activities
		W K.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened	W.1.3 -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Closure Event Recount Respond sequence/ sequence of events Strengthen Temporal transitional words	<ul style="list-style-type: none"> • Anchor Charts (Retelling page 7) • Narrative Writing • CCSS.ELA-LITERACY.W.1.3 : First Grade English Language Arts Worksheets
		SL K.1a -Follow agreed-upon rules for discussions.	SL.1.1a - Follow agreed-upon rules for discussions.	rules	<ul style="list-style-type: none"> • SL 1.1a Activities
		L K.1E -Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	L.1.1.E -Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	verbs	<ul style="list-style-type: none"> • Past, Present, and Future Verbs
Unit 3 Progression 2	5 Days (Week 3)	RI K.8 -Begins at Grade 1	RI 1.8 -With guidance and support, identify the reasons an author gives to support ideas in a text.	reasons/ reasoning	<ul style="list-style-type: none"> • RI 1.8 Resources <ul style="list-style-type: none"> ◦ Supporting Points Of Text RI.1.8 First Grade English Worksheets Biglearners ◦
		RF.K.3c -Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care,	RF.1.3c -Know final -e and common vowel team conventions for representing	Conventions	<ul style="list-style-type: none"> • RF.1.3c Activities • West Virginia Phonics (Skill 6- Predictable Vowel Teams)

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		do, does).	long vowel sounds.		<ul style="list-style-type: none"> • West Virginia Phonics (Skill 7-Vowel Team Multiple Sounds) • West Virginia Phonics (Skill 8-R Controlled Vowels) • West Virginia Phonics (Skill 9-Complex Consonants Diagrams) • West Virginia Phonics (Skill 10-Multi-Syllabic Words)
		W K.6 --With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 1.6 -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Experiences Sources	<ul style="list-style-type: none"> • W.1.6 First Grade English Worksheets Biglearners
		SL K.1b -Continue a conversation through multiple exchanges.	SL.1.1b -Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Conversations	<ul style="list-style-type: none"> • SL.1.1b Resources
		L K.2.C -Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.1.2.C -Use commas in dates and to separate single words in a series.	Commas	<ul style="list-style-type: none"> • L.1.2c Resources
Unit 3 Progression 3	5 Days (Week 4)	RL K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL 1.9 -Compare and contrast the adventures and experiences of characters in stories.	compare	<ul style="list-style-type: none"> • RL 1.9 Resources <ul style="list-style-type: none"> ◦ Compare and Contrast Characters
		RF.K.3c -Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does).	RF.1.3c -Know final -e and common vowel team conventions for representing long vowel sounds.	Conventions	<ul style="list-style-type: none"> • RF.1.3c Activities • West Virginia Phonics (Skill 6-Predictable Vowel Teams) • West Virginia Phonics (Skill 7-Vowel Team Multiple Sounds)

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					<ul style="list-style-type: none"> • West Virginia Phonics (Skill 8-R Controlled Vowels) • West Virginia Phonics (Skill 9-Complex Consonants Diagraphs) • West Virginia Phonics (Skill 10-Multi-Syllabic Words)
		W K.6 --With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 1.6 -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Experiences Sources	<ul style="list-style-type: none"> • W.1.6 First Grade English Worksheets Biglearners
		SL.K.1c-N/A	SL.1.1c -Ask questions to clear up any confusion about the topics and texts under discussion.	Topics Text	<ul style="list-style-type: none"> • Sentence Frames: <ul style="list-style-type: none"> ○ I thought ... was confusing because... ○ I learned that... ○ I want to know... ○ I wonder...
		L K.4 -Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.	L.1.4 -Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.	Phrase Context Clues Multiple Meaning	<ul style="list-style-type: none"> • Multiple Meaning Words
	5 Days (Week 5)	RI K.9 -With prompting and support, identify basic similarities in and differences between two texts on the same topic.	RI 1.9 -Identify basic similarities in and differences between two texts on the same topic.	text topic	<ul style="list-style-type: none"> • RI 1.9 Resources <ul style="list-style-type: none"> ○ Similarities And Differences Between Texts

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		RF K.3e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF 1.3e -Decode two-syllable words following basic patterns by breaking the words into syllables.	Syllables	<ul style="list-style-type: none"> • RF 1.3e Resources
		W.K.8 .-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	W.1.8 - Recall information from experiences or gather information from provided sources to answer a question	Recall Experiences	<ul style="list-style-type: none"> • W.1.8 First Grade English Worksheets Biglearners
		SL.K.2 -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.	SL.1.2 -Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Key details	<ul style="list-style-type: none"> • SL.1.2 Resources
		L.K.4.a - Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	L 1.4a -Use sentence-level context as a clue to the meaning of a word or phrase.	Context Phrase	<ul style="list-style-type: none"> • L 1.4 a Activities
Unit 3 Culminating Review of Progressions 1-3	5 Days (Week 6)	RL.K.10 -Actively engage in group activities with purpose and understanding	RL.1.10 -With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Prose poetry	<ul style="list-style-type: none"> • RL 1.10 Activities
		RF K.3e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF 1.3e -Decode two-syllable words following basic patterns by breaking the words into syllables.	Syllables	<ul style="list-style-type: none"> • RF 1.3e Resources

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		W.K.8. -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8- Recall information from experiences or gather information from provided sources to answer a question	Recall Experiences	<ul style="list-style-type: none"> • W.1.8 First Grade English Worksheets Biglearners
		SL K.3 -Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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	Ask Answer Clarify	<ul style="list-style-type: none"> • SL 1.3 Resources
		L.K.4.b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.1.4.b -Use frequently occurring affixes as a clue to the meaning of a word.	affixes	<ul style="list-style-type: none"> • Prefixes and Suffixes
	5 Days (Week 7)	RI.K.10 -Actively engage in group reading activities with purpose and understanding.	RI.1.10 -With prompting and support, read informational texts appropriately complex for grade 1	Informational text	<ul style="list-style-type: none"> • RI 1.10 Resources
		W K.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened	W.1.3 -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Closure Event Recount Respond sequence/ sequence of events Strengthen Temporal transitional words	<ul style="list-style-type: none"> • Anchor Charts (Retelling page 7) • Narrative Writing • CCSS.ELA-LITERACY.W.1.3 : First Grade English Language Arts Worksheets

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		SL K.4 -Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.4 -Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Expressing Ideas	
		L K.5 -With guidance and support from adults, explore nuances in word meanings.	L.1.5 -With guidance and support from adults, demonstrate understanding of nuances in word meanings.	Nuances	<ul style="list-style-type: none"> • L.1.5 Antonym Fill in the Blank • Winter L.1.5 Activities
	5 Days (Week 8)	RL K.7 -With prompting and support, describe how the words and illustrations work together to tell a story.	RL 1.7 -Use illustrations and details in a story to describe its characters, setting, or events	describe event illustration setting	<ul style="list-style-type: none"> • RL 1.7 Resources <ul style="list-style-type: none"> ○ Using Illustrations and Details to Describe Stories ○ Problem and Solution
		RF.K.3f-N/A	RF.1.3f -Read words with inflectional endings.	Inflectional Endings	<ul style="list-style-type: none"> • Inflectional Endings Activity
		W K.5 -Participate in shared investigation of grade appropriate topics and writing projects.	W.1.5 -Participate in shared research and writing projects.	Shared research	<ul style="list-style-type: none"> • W.1.5 First Grade English Worksheets Biglearners
		SL K.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Clarify Ideas Descriptions	
		L.K.5.d -Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	L.1.5.d -With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate Nuances	<ul style="list-style-type: none"> • L.1.5.D Shades of Meaning Using Adjectives • L.1.5 D Worksheets


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	5 Days (Week 9)	RI.K.8-With prompting and support, identify the reasons an author gives to support points in a text.	RI 1.8-With guidance and support, identify the reasons an author gives to support ideas in a text.	reasons/ reasoning	<ul style="list-style-type: none">● RI 1.8 Resources<ul style="list-style-type: none">○ Supporting Points Of Text RI.1.8 First Grade English Worksheets Biglearners
		RF K.2a-Recognize and produce rhyming words.	RF 1.2a-Distinguish long from short vowel sounds in spoken single syllable words..	Long vowel Short vowel	<ul style="list-style-type: none">● Long and Short Vowel Activities
		W K.5-Participate in shared investigation of grade appropriate topics and writing projects.	W.1.5-Participate in shared research and writing projects.	Shared research	<ul style="list-style-type: none">● W.1.5 First Grade English Worksheets Biglearners
		SL K.6-Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.6-Produce complete sentences when appropriate to task and situation.	Appropriate Situation	<ul style="list-style-type: none">● Paperclip Sentence Conjunctions● Conjunctions Train Worksheet
		L.K.6-Use words and phrases learned through conversations, reading and being read to, and responding to texts	L.1.6-Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.	ConversationCon junctions	<ul style="list-style-type: none">● Paperclip Sentence Conjunctions● Conjunctions Train Worksheet
4th Nine Weeks ELA Standards					
Name of Unit/Module	Number of Days	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
Unit 4 Culminating Review of 1st-3rd Nine Weeks	5 days (Week 1)	RI K.2-With prompting and support, retell familiar stories, including key details. RLK.2-With prompting and support, retell familiar stories, including key details	RI 1.2-Identify the main topic and retell key details of a text. RL 1.2-Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI 1.2 <u>Vocabulary</u> Key details Main idea(s)/topic Retell Text Topic RL 1.2 <u>Vocabulary</u>	<ul style="list-style-type: none">● RI 1.2 Resources● RI1.2 Interactive Powerpoint Lesson● RI 1.2 Worksheets and Lesson Plans● Main Topic and Key Detail Match● Main Topic and Key Details Umbrella Craft● Main Topic Graphic Organizer● RI 1.2 Leveled Reading Activities

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				Central Message Key Details Retell	<ul style="list-style-type: none"> • RL 1.2 Resources • Mini Anchor Charts (Pages 5 & 6) • Anchor Chart Ideas # 23 (The Retelling Hand) • Anchor Chart Ideas # 42 (Stop and Jot) • Retelling Quizizz • Too Much Glue Retelling Quizizz • RL 1.2 Big Learners Activities • RL 1.2 Worksheets and Lesson Plans
		RF.K.3d -Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.1.3d -Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	syllable	
		W K.1 -Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	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 closure.	opinion	<ul style="list-style-type: none"> • W 1.1 Opinion writing Prompts
		SK.1 -Participate in collaborative conversations with diverse partners about kindergarten	SL1.1 -Participate in collaborative conversations with diverse partners about grade 1	Text Topic	

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		topics and texts with peers and adults in small and larger groups.	topics and texts with peers and adults in small and larger groups.		
		LK.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	L1.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	Conventions of spoken and written standard English Grammar proficient/ Proficiently	<ul style="list-style-type: none"> • L.1.1. First Grade English Worksheets Biglearners
	5 days (Week 2)	RL.K.3 -With prompting and support, identify characters, settings, and major events in a story. RI K.3 -With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.1.3 -Describe characters, settings, and major events in a story, using key details. RI 1.3 -Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL 1.3 Vocabulary Describe Characters Setting Major events Key details RI 1.3 Vocabulary Describe, Description, Descriptive Details Event Key Details Major Events Setting	RL 1.3 Resources <ul style="list-style-type: none"> • Think-Pair-Share (Students Verbally answer questions with a partner) • 4 Corners Activity (Students choose a question to answer from the questions they created) • RI 1.3 Vocabulary • RI 1.3 Lesson 1 and 2 • RI 1.3 Lesson 3 & 4 • RI 1.3 Passages and Questions • RI 1.3 Quiz , • RI 1.3 Resources • Connection Between Two Items In Text • Describing Characters- 1st Grade ReadWorks Passages- Simone Biles
		RF.K.1g -N/A	RF.1.3g -Recognize and read grade appropriate irregularly spelled words.	Irregularly Words	<ul style="list-style-type: none"> • 1st Grade Irregularly Word List

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		W.K.1 -Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	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.	Opinion Piece Closure reasons/ reasoning Respond Strengthen Topic	<ul style="list-style-type: none"> • W 1.1 Opinion writing Prompts • Interactive Writing Notebook • W 1.5 Creative Writing Prompts
		SL.K.1a - Follow agreed-upon rules for discussions.	SL.1.1a -Follow agreed-upon rules for discussions.	Collaboration conversations	<ul style="list-style-type: none"> • SL.1.1a Activities
		L.K.1.F - Produce and expand complete sentences in shared language activities.	L.1.1.F -Use frequently occurring adjectives.	Adjectives	<ul style="list-style-type: none"> • L 1.1f Activities and Resources
	5 days (Week 3)	RI.K.4 -With prompting and support, ask and answer questions about unknown words in a text and define the role of each in presenting the ideas or information in a text. RL.K.4 -Ask and answer questions about unknown words in a text	RI 1.4 -Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RL 1.4 -Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI 1.4 Vocabulary phrase(s) text RL 1.4 Vocabulary phrase(s) poem	<ul style="list-style-type: none"> • RI 1.4 Resources • RI 1.4 Activities • RL 1.4 Vocabulary • RL 1.4 Emotions Charts • RL 1.4 Graphic Organizer • RL 1.4 Turtle Nesting Season Lesson • RL 1.4 Activity • RL 1.4 Enemy Pie Activity
		RF.K.4 -Read emergent-reader texts with purpose and understanding.	RF.1.4 -Read with sufficient accuracy and fluency to support comprehension.	Accuracy fluency	<ul style="list-style-type: none"> • Students are capable of reading and understanding grade level text.

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		W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.1.5: With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	Topic Suggestions	<ul style="list-style-type: none"> • Interactive Writing Notebook • W 1.5 Creative Writing Prompts
		SL.K.1b- Continue a conversation through multiple exchanges	SL.1.1b- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Conversations	
		L.K.1G- Begins in Grade 1	L.1.1.G- Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	Conjunctions	<ul style="list-style-type: none"> • L.1.1.G First Grade English Worksheets Biglearners
	5 days (Week 4)	RI.K.5- Identify the front cover, back cover, and title page of a book RL.K.5- Recognize common types of texts (e.g., storybooks, poems)	RI 1.5- Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RL 1.5- Explain major differences between books that tell stories and books that give information.	RI 1.5 Vocabulary text features RL 1.5 Vocabulary Illustration text	<ul style="list-style-type: none"> • RI 1.5 Resources <ul style="list-style-type: none"> ◦ Locating Key Features • RL 1.5 Resources <ul style="list-style-type: none"> ◦ RL 1.5 Lesson Plans ◦ RL 1.5 Activities ◦ RI 1.5/RL 1.5 Frogs Activity ◦ RL 1.5 Powerpoint Activity ◦ RL 1.5 Activities 2
		RF.K.4.a- Begins in Grade 1	RF.1.4a- Read on-level text with purpose and understanding.	Purpose Understanding	<ul style="list-style-type: none"> • Students are capable of reading and understanding grade level text.
		W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	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	Digital tools Publish	<ul style="list-style-type: none"> • W 1.6 Digital Publishing Writing

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		SL.K.1.c -Begins in Grade 1	SL.1.1c -Ask questions to clear up any confusion about the topics and texts under discussion.	Confusion Topics text	<ul style="list-style-type: none"> Teachers can ask questions beginning with the words (who, what, when, where, why) in order to assist students with gaining understanding of a given text.
		L.K.1.h -Begins in Grade 1	L.1.1.H -Use determiners (e.g., articles, demonstratives).	Determiners Demonstratives	<ul style="list-style-type: none"> L.1.1.I First Grade English Worksheets Biglearners
	5 days (Week 5)	RI.K.6 -Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL K.6 -With prompting and support, define the role of the author and illustrator in telling the story.	RI 1.6 -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RL 1.6 -Identify who is telling the story at various points in a text.	RI 1.6 Vocabulary illustrations RL 1.6 Vocabulary Text	RI 1.6 Resources <ul style="list-style-type: none"> RI 1.6 Artic Animals Activity RI 1.6 Lesson 1 RI 1.6 Lesson 2 RI 1.6 lesson 3 RI 1.6 Graphic Organizers.pdf RI 1.6 Passages and Questions.pdf RI 1.6 Quiz RI 1.6 Information from Text Vs. Pictures RL 1.6 Resources <ul style="list-style-type: none"> RL1.6 BigLearners Who is telling the Story Video Lesson
		RF.K.4b -Begins in Grade 1	RF.1.4b -Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Accuracy Rate expression	

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		W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	W.1.7: Participate in shared research and writing projects	Shared Research Writing projects	<ul style="list-style-type: none"> Students are capable of participating as a peer in a writing project.
		SL.K.2- 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.	SL.1.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Key details Text media	<ul style="list-style-type: none"> SL 1.2 Activities
		L.K.1.I- Begins in Grade 1	L.1.1.I -Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	Prepositions	<ul style="list-style-type: none"> Prepositions Activity
	5 days (Week 6)	RI.K.7- With prompting and support, describe how the words and illustrations work together to provide information. RL K.7- With prompting and support, describe how the words and illustrations work together to tell a story.	RI 1.7- Use the illustrations and details in a text to describe its key ideas RL 1.7- Use illustrations and details in a story to describe its characters, setting, or events	RI 1.7 Vocabulary describe illustration key details text RL 1.7 Vocabulary describe event illustration setting	<ul style="list-style-type: none"> RI 1.7 Resources <ul style="list-style-type: none"> Using Illustrations and Details For Key Ideas RL 1.7 Resources <ul style="list-style-type: none"> Using Illustrations and Details to Describe Stories Problem and Solution
		RF.K.4c- Begins in 1st Grade	RF.1.4c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	context	
		W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided	W 1.8- Recall information from experiences or gather information from provided sources to answer a question	Recall Experiences	<ul style="list-style-type: none"> W 1.8 Writing About Past Experiences

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		sources to answer a question			
		SK.3 -Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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.	clarify	<ul style="list-style-type: none"> After reading students a text, have students find the cause and effect and to create their own cause and effect to the story.
		LK.5 -With guidance and support from adults, explore nuances in word meanings.	L1.5 -With guidance and support from adults, demonstrate understanding of nuances in word meanings.	nuances	<ul style="list-style-type: none"> L 1.5 Activities/Resources
	5 days (Week 7)	RI.K.8 -With prompting and support, identify the reasons an author gives to support points in a text.	RI 1.8 -With guidance and support, identify the reasons an author gives to support ideas in a text.	Reasons Support text	<ul style="list-style-type: none"> RI 1.8 Activities
		RF.K.3d -Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.1.3d -Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	syllable	
		W.K.1 -Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	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.	Opinion Piece Closure reasons/ reasoning Respond Strengthen Topic	<ul style="list-style-type: none"> W 1.1 Opinion writing Prompts Interactive Writing Notebook W 1.5 Creative Writing Prompts

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		SK.4 -Speak audibly and express thoughts, feelings, and ideas clearly.	SL 1.4 -Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe Ideas feelings	
		LK.5a -Sort common objects into categories to gain a sense of the concepts the categories represent.	L1.5a -Sort words into categories to gain a sense of the concepts the categories represent.	Categories	<ul style="list-style-type: none"> • Vocabulary Extension
	5 days (Week 8)	RI K.9 -With prompting and support, identify basic similarities in and differences between two texts on the same topic. RL K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI 1.9 -Identify basic similarities in and differences between two texts on the same topic. RL 1.9 -Compare and contrast the adventures and experiences of characters in stories.	RI 1.9 Vocabulary Similarities Differences RL 1.9 Vocabulary compare	<ul style="list-style-type: none"> • RI 1.9 Resources <ul style="list-style-type: none"> ◦ RI.1.9 First Grade English Worksheets Biglearners • RL 1.9 Resources <ul style="list-style-type: none"> ◦ Compare and Contrast Characters
		RF.K.1g-N/A	RF.1.3g -Recognize and read grade appropriate irregularly spelled words.	Irregularly Words	<ul style="list-style-type: none"> • 1st Grade Irregularly Word List
		W.K.5 -.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.1.5 : With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	Topic Suggestions	<ul style="list-style-type: none"> • Interactive Writing Notebook • W 1.5 Creative Writing Prompts
		SL K.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Clarify Ideas Descriptions	

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		L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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>).	Phrases Conversations Text conjunctions	<ul style="list-style-type: none"> • L.1.6 Activities
	5 days (Week 9)	RI.K.10- Actively engage in group reading activities with purpose and understanding. RL.K.10- Actively engage in group activities with purpose and understanding	RI.1.10- With prompting and support, read informational texts appropriately complex for grade RL.1.10- With prompting and support, read prose and poetry of appropriate complexity for grade	RI 1.10 Vocabulary Informational text RL 1.10 Vocabulary Prose poetry	<ul style="list-style-type: none"> • RI 1.10 Resources • RL 1.10 Activities
		RF.K.4- Read emergent-reader texts with purpose and understanding.	RF.1.4- Read with sufficient accuracy and fluency to support comprehension.	Accuracy fluency	<ul style="list-style-type: none"> • Students are capable of reading and understanding grade level text.
		W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	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	Digital tools Publish	<ul style="list-style-type: none"> • W 1.6 Digital Publishing Writing
		SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.6- Produce complete sentences when appropriate to task and situation.	Produce task	<ul style="list-style-type: none"> • SL 1.6 Activities/Resources
		L.K.1.F- Produce and expand complete sentences in shared language activities.	L.1.1.F - Use frequently occurring adjectives.	Adjectives	<ul style="list-style-type: none"> • L 1.1f Activities and Resources

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