



First Grade English Language Arts Scope and Sequence

Standards Taught Throughout the Year				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners 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 in various media and other formats (e.g., orally). 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.	RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish long from short vowel sounds in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes. 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.	RL.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. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RI.1.1 Ask and answer questions about key details in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in	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.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 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). L.1.4 Determine or clarify the meaning of unknown and

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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 for specific expectations.)	b. Decode regularly spelled one-syllable words c. Recognize and read grade-appropriate irregularly spelled words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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.	illustrations, descriptions, or procedures). RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.		multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Resources				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
	ODE Model Curriculum Florida Center for Reading Research Heggerty	Ready Teacher Toolbox Lessons 1-4, 6, 8, 18, 21 ODE Model Curriculum RAZ-Plus	ODEL Model Curriculum	ODEL Model Curriculum Wonders Ready Reading Teacher Toolbox

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Quarter 1				
	Foundational Skills	Reading	Writing	Language
Standard	RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes.	RL.1.2 Analyze literary text development. b. Retell stories, including key details. (verbal) RL.1.3 Describe characters, settings, and major events in a story, using key details. 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. RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RI.1.2 Analyze informational text development. b. Retell key details of a text. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.
Resource	Foundations Unit 2-11 Florida Center for Reading Research Heggerty	Ready Teacher Toolbox Lessons B, D-F, 1-5, 711, 14, 19 ODE Model Curriculum RAZ-Plus	Wonders Unit 1 & 2 Narrative ELA Standards Appendix C pg. 14	ODEL Model Curriculum Wonders Ready Reading Teacher Toolbox

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Quarter 2				
	Foundational Skills	Reading	Writing	Language
Standard	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings.	RI.1.2 Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details. (written) RI.1.2 Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	W.1.1 Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 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). L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series
Resource	Foundations Florida Center for Reading Research Heggerty	Ready Teacher Toolbox Lessons 16, 19 ODE Model Curriculum RAZ-Plus	Wonders Unit 6 Opinion ODE Model Curriculum	ODEL Model Curriculum Wonders Ready Reading Teacher Toolbox

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Quarter 3				
	Foundational Skills	Reading	Writing	Language
Standard	RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). b. Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding 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.	RL.1.2 Analyze literary text development. a. Demonstrate understanding of the lesson. 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. RI.1.6 Identify who is telling the story at various points in a text. RI.1.2 Analyze informational text development. a. Identify the main topic. 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 key facts 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.	W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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. 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).	L.1.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). f. Use frequently occurring adjectives. g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. L.1.4 Determine 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.

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		RI.1.8 Identify the reasons an author gives to support points in a text.		c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Resource	Foundations Unit 11 (RF1.2) Foundations Unit 8-11, 14 (RF1.2b) Florida Center for Reading Research Heggerty	Ready Teacher Toolbox 10-12, 14-16 ODE Model Curriculum RAZ-Plus	Wonders Unit 5 & 3 Informative/Explanatory ELA Standards Appendix C pg. 12	ODEL Model Curriculum Wonders Ready Reading Teacher Toolbox

Quarter 4				
	Foundational Skills	Reading	Writing	Language
Standard	RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). b. Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding 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.	RL.1.6 Identify who is telling the story at various points in a text. RI.1.8 Identify the reasons an author gives to support points in a text.	W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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. 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).	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Use frequently occurring adjectives. h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. L.1.4 Determine 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. L.1.5 With guidance and support from adults,

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				demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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 with stripes). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Resource	Foundations Florida Center for Reading Research Heggerty	Ready Teacher Toolbox 16, 20 ODE Model Curriculum RAZ-Plus	Wonders Unit 3 & 5 Informative/Explanatory ELA Standards Appendix C pg. 12	ODEL Model Curriculum Wonders Ready Reading Teacher Toolbox

Learning Targets Taught Throughout the Year		
Ohio Standard	Learning Targets	Date(s) Taught
RL.1.1	Ask important questions about a text.	
	Answer questions about important details in a text.	
RL.1.9	Compare the adventures and experiences of characters in stories.	
	Contrast the adventures and experiences of characters in stories.	
RL.1.10	Read grade level stories with prompting and support from the teacher.	
	Make text-to-self connections using prior knowledge and experiences.	
	Make text-to-text connections.	
RI.1.1	Ask questions about key details in a text.	
	Answer questions about key details in a text.	
RI.1.3	Describe the connection between two individuals in a text.	
	Describe the connection between two events in a text.	
	Describe the connection between two ideas in a text.	
	Describe the connection between two pieces of information in a text.	
RI.1.9	Identify basic similarities in two text on the same topic (e.g., in illustrations, descriptions, or procedures).	
	Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
RI.1.10	Read grade level informational text with support from the teacher.	
W.1.5	Focus on a topic and add details to strengthen writing as needed, with guidance and support from the teacher.	
	Respond to questions from peers, and add details to strengthen writing as needed, with guidance and support from the teacher.	
	Respond to suggestions from peers, and add details to strengthen writing as needed, with guidance and support from the teacher.	
W.1.8	Recall information from experiences, with guidance and support from a teacher.	
	Gather information from provided sources to answer a question, with guidance and support from a teacher.	

Quarter 1 Learning Targets		
Ohio Standard	Learning Targets	Date(s) Taught
RL.1.2	Retell the key details of a text in the order the events occurred.	
	Identify the central message or lesson of a story.	
RL.1.3	Describe the characters of a story, using key details.	
	Describe the setting of a story, using key details.	
	Describe the major events of a story, using key details.	
RL.1.5	Explain difference between texts that tell stories and texts that give information.	
RL.1.7	Describe characters using illustrations from the story.	
	Describe the setting using illustrations from the story.	
	Describe events using illustrations from the story.	
	Describe characters using details from the story.	
	Describe the setting using details from the story.	
	Describe events using details from the story.	
RI.1.2	Identify the main topic of informational text.	
	Retell key details of informational text.	
RI.1.5	Identify headings in a text.	
	Identify the table of contents in a text.	
	Identify the glossary in a text.	
	Identify electronic menus in online text.	
	Use headings to locate information in a text.	
	Use the table of contents to locate information in a text.	
	Use electronic menus to locate information in online text.	
	Use the glossary to locate information in a text.	
RI.1.7	Describe key ideas by using illustrations in a text.	
	Describe key ideas by using details in a text.	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events.	
	Write narratives that include some details regarding what happened.	
	Write narratives that use temporal words to signal event order.	
	Write narratives that provide some sense of closure.	

	Quarter 2 Learning Targets	Date(s) Taught
Ohio Standard	Learning Targets	
RL.1.2	Retell the key details of a text in the order the events occurred.	
	Identify the central message or lesson of a story.	
RI.1.2	Identify the main topic of informational text.	
	Retell key details of informational text.	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
RI.1.7	Describe key ideas by using illustrations in a text.	
	Describe key ideas by using details in a text.	
W.1.1	Write opinion pieces in which they introduce the topic they are writing about.	
	Write opinion pieces in which they name the book they are writing about.	
	Write opinion pieces in which they state an opinion.	
	Write opinion pieces in which they supply a reason for the opinion.	
	Write opinion pieces in which they provide some sense of closure.	

Quarter 3 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.1.2	Retell the key details of a text in the order the events occurred.	
	Identify the central message or lesson of a story.	
RL.1.4	Identify words in a story that appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
	Identify phrases in a story that appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
	Identify words in a poem that appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
	Identify phrases in a poem that appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
RL.1.5	Explain difference between texts that tell stories and texts that give information.	
RL.1.6	Identify who is telling the story at different points in a text.	
RI.1.2	Identify the main topic of informational text.	
	Retell key details of informational text.	
RI.1.3	Describe the connection between two individuals in a text.	
	Describe the connection between two events in a text.	
	Describe the connection between two ideas in a text.	
	Describe the connection between two pieces of information in a text.	
RI.1.4	Ask questions to help determine or clarify the meaning of words in a text.	
	Ask questions to help determine or clarify the meaning phrases in a text.	
	Answer questions to help determine or clarify the meaning of words in a text.	
	Answer questions to help determine or clarify the meaning of phrases in a text	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
RI.1.8	Identify the reasons an author gives to support points in a text.	
W.1.2	Write informative/explanatory texts in which they name a topic	
	Write informative/explanatory texts in which they supply some facts about the topic	
	Write informative/explanatory texts in which they provide some sense of closure.	
W.1.6	Use a variety of digital tools to produce writing, including collaboration with peers, with guidance and support from the teacher.	
	Use a variety of digital tools to publish writing, including collaboration with peers, with guidance and support from adults.	
W.1.7	Participate in shared research projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	

	Participate in shared writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	
Quarter 4 Learning Targets		
Ohio Standard	Learning Targets	Date(s) Taught
RL.1.6	Identify who is telling the story at different points in a text.	
RI.1.8	Identify the reasons an author gives to support points in a text.	
W.1.2	Write informative/explanatory texts in which they name a topic	
	Write informative/explanatory texts in which they supply some facts about the topic	
	Write informative/explanatory texts in which they provide some sense of closure.	
W.1.6	Use a variety of digital tools to produce writing, including collaboration with peers, with guidance and support from the teacher.	
	Use a variety of digital tools to publish writing, including collaboration with peers, with guidance and support from adults.	
W.1.7	Participate in shared research projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	
	Participate in shared writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	