



First Grade English Language Arts Scope and Sequence

COURSE OVERVIEW & TIMING

This section is designed to help you see the flow of your units/topics across the entire school year.

| Quarter | Unit | Unit Length |
|-----------------------|--|-------------|
| First Quarter | Smart Start | 5 Days |
| First Quarter | Unit 1: <i>What makes you special?</i> | 28 Days |
| First /Second Quarter | Unit 2: <i>What makes a community?</i> | 28 Days |
| Second/Third Quarter | Unit 3: <i>What can happen over time?</i> | 28 Days |
| Third Quarter | Unit 4: <i>What animals do you know about? What are they like?</i> | 28 Days |
| Third/Fourth Quarter | Unit 5: <i>How can we make sense of the world around us?</i> | 28 Days |
| Fourth Quarter | Unit 6: <i>How does teamwork help us?</i> | 28 Days |
| Total | | 173 Days |

OVERALL COURSE TIMING

This section is designed to help you compare the number of available instructional days to the number of days you have accounted for in the scope and sequence.

| | Course Length |
|---|---------------|
| Total number of instructional days in school year: | 177 Days |
| Total number of instructional days for all units included in the Scope and Sequence: <i>*this does include the 5 days allotted for the "Smart Start" implementation*</i> | 173 Days |

| First Quarter | Big Idea: <i>What makes you special?</i> Comprehension skills – Key Details Writing traits – Ideas, Organization Grammar – Sentences, Word Order, Statements, Questions and Exclamations, Writing Sentences | Resources |
|------------------|--|---|
| UNIT 1 STANDARDS | | |
| 28 Days | <p>Language Standards K–5/Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1.1b Use common, proper, and possessive nouns • L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • L.1.2a Capitalize dates and names of people. (Foundations) • L.1.2b Use end punctuation for sentences. (Foundations) • L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Foundations) • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (Foundations) <p>Language Standards K–5/Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • 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 with stripes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Print Concepts</p> <ul style="list-style-type: none"> • RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonological Awareness</p> <ul style="list-style-type: none"> • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (Foundations) • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonics and Word Recognition</p> <ul style="list-style-type: none"> • RF.1.3b Decode regularly spelled one-syllable words. (Foundations) <p>Reading Standards for Informational Text K–5/Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.1.1 Ask and answer questions about key details in a text. <p>Reading Standards for Informational Text K–5/Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RI.1.7 Use the illustrations and details in a text to describe its key ideas. <p>Reading Standards for Information K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <p>Reading Standards for Literature K–5 /Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.1.1 Ask and answer questions about key details in a text. <p>Reading Standards for Literature K–5/Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. <p>Reading Standards for Literature K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. . <p>Speaking & Listening Standards K–5 /Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • SL.1.6 Produce complete sentences when appropriate to task and situation. <p>Writing Standards K–5/Production and Distribution of Writing (Focus-Narrative Writing)</p> <ul style="list-style-type: none"> • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • 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. | <p>Unit 1 Wonders http://connected.mcgrawhill.com/connected/login.do</p> <p>Foundations Units 1 & 2 www.groton.k12.ct.us/Page/10330</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Read Write Think http://www.readwritethink.org/</p> <p>Teacher College http://www.readwritethink.org/</p> <p>ReadWorks www.readworks.org</p> <p>ODE Model Curriculum http://education.ohio.gov/Topics/Ohio-Learning-Standards/English</p> <p>The teacher's guide http://www.theteachersguide.com/mcgrawhillwonderssecondgrade.htm</p> <p>K12 Reader-reading instruction resources www.K12reader.com/subject/reading-skills/reading-comprehension/</p> <p>Foundations Coding https://docs.google.com/file/d/0B1sgVSvPB5gXRU9NOUVvMTFqN3M/edit?pref=2&pli=1</p> <p>NWEA RIT scores https://sites.google.com/a/wfsd.k12.ny.us/nwea/map-reading-activities</p> |

| First / Second Quarter | Big Idea: <i>What makes a community?</i> Comprehension Skill – Character, Setting, Events, Main Topic and Key Details Writing Traits – Organization, Ideas, Grammar – Nouns: singular, plural, possessive, common, proper, and irregular plural | Resources |
|------------------------------|---|--|
| UNIT 2 STANDARDS | | |
| 28 Days | <p>Language Standards K–5/Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1a Print all upper-and lowercase letters. (Foundations) • L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2a Capitalize dates and names of people. (Foundations) • L.1.2b Use end punctuation for sentences. (Foundations) • L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Foundations) • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (Foundations) <p>Language Standards K–5/Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • 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 with stripes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Print Concepts</p> <ul style="list-style-type: none"> • RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonological Awareness</p> <ul style="list-style-type: none"> • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (Foundations) • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonics and Word Recognition</p> <ul style="list-style-type: none"> • RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. (Foundations) • RF.1.3b Decode regularly spelled one-syllable words. (Foundations) • RF.1.3g Recognize and read grade-appropriate irregularly spelled words. (Foundations) <p>Reading Standards: Foundational Skills K–5/Fluency</p> <ul style="list-style-type: none"> • RF.1.4a Read on-level text with purpose and understanding. (Foundations) • RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (Foundations) • RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Foundations) <p>Reading Standards for Informational Text K–5/Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. <p>Reading Standards for Informational Text K–5/Craft and Structure</p> <ul style="list-style-type: none"> • 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. <p>Reading Standards for Information K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <p>Reading Standards for Literature K–5/Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.1.1 Ask and answer questions about key details in a text. • RL.1.3 Describe characters, settings, and major events in a story, using key details. <p>Reading Standards for Literature K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p>Speaking & Listening Standards K–5/Comprehension and Collaboration</p> <ul style="list-style-type: none"> • SL.1.1a 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). (Foundations) • SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (Foundations) • SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion. (Foundations) • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Foundations) <p>Speaking & Listening Standards K–5/Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Foundations) | <p>Unit 2 Wonders http://connecte.d.mcgrawhill.com/connected/loqin.do</p> <p>Foundations Unit 3, 4 & 5 www.groton.k12.ct.us/Page/10330</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Read Write Think http://www.readwritethink.org/</p> <p>Teacher College http://www.readwritethink.org/</p> <p>ReadWorks www.readwork.s.org</p> <p>ODE Model Curriculum http://education.ohio.gov/Topic/s/Ohios-Learning-Standards/English</p> <p>K12 Reader-reading instruction resources www.k12reader.com/subject/reading-skills/reading-comprehension/</p> <p>Foundations codes cheat sheet https://docs.google.com/file/d/0B1sgVSvPB5qXRu9NOUVvMTFqN3M/edit?pref=2&pli=1</p> <p>NWEA RIT scores https://sites.google.com/a/wfs</p> |

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| | <ul style="list-style-type: none"> • SL.1.6 Produce complete sentences when appropriate to task and situation. (Foundations) <p>Writing Standards K–5/Production and Distribution of Writing (Focus- Informative/Explanatory Writing)</p> <ul style="list-style-type: none"> • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | d.k12.ny.us/nw/ea/map-reading-activities |
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| Second /Third Quarter | Big Idea: <i>What can happen over time?</i> Comprehension Skills – Character Setting, Plot, Sequence, Cause and Effect, Compare and Contrast, Writing Traits – Word Choice, Ideas Grammar – Present-Tense, Past and Future-Tense Verbs, Is and Are, Contractions with Not | Resources |
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| | UNIT 3 STANDARDS | |
| 28 Days | <p>Language Standards K–5/Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Foundations) • L.1.1a Print all upper-and lowercase letters. (Foundations) • L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • L.1.2a Capitalize dates and names of people. (Foundations) • L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Foundations) • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (Foundations) <p>Language Standards K–5/Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • 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 with stripes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Print Concepts</p> <ul style="list-style-type: none"> • RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonological Awareness</p> <ul style="list-style-type: none"> • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (Foundations) • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonics and Word Recognition</p> <ul style="list-style-type: none"> • RF.1.3b Decode regularly spelled one-syllable words. (Foundations) • RF.1.3f Read words with inflectional endings. (Foundations) • RF.1.3g Recognize and read grade-appropriate irregularly spelled words. (Foundations) <p>Reading Standards: Foundational Skills K–5/Fluency</p> <ul style="list-style-type: none"> • RF.1.4a Read on-level text with purpose and understanding. (Foundations) • RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (Foundations) • RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Foundations) <p>Reading Standards for Informational Text K–5/Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Reading Standards for Informational Text K–5/Craft and Structure</p> <ul style="list-style-type: none"> • 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. <p>Reading Standards for Informational Text K–5/Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RI.1.8 Identify the reasons an author gives to support points in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>Reading Standards for Information K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <p>Reading Standards for Literature K–5/Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, settings, and major events in a story, using key details. <p>Reading Standards for Literature K–5/Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | <p>Unit 3 Wonders http://connecte.d.mcgrawhill.com/connected/login.do</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Read Write Think http://www.readwritethink.org/</p> <p>Teacher College http://www.readwritethink.org/</p> <p>ReadWorks www.readworks.org</p> <p>ODE Model Curriculum http://education.ohio.gov/Topic/Ohio's-Learning-Standards/English</p> <p>K12 Reader-reading instruction resources www.k12reader.com/subject/reading-skills/reading-comprehension/</p> <p>Foundations Units 6 & 7 www.groton.k12.ct.us/Page/10330</p> |

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| | <p>Reading Standards for Literature K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p>Speaking & Listening Standards K–5 /Comprehension and Collaboration</p> <ul style="list-style-type: none"> • SL.1.1a 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). (Foundations) • SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (Foundations) • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Foundations) <p>Speaking & Listening Standards K–5 /Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Foundations) • SL.1.6 Produce complete sentences when appropriate to task and situation. (Foundations) <p>Writing Standards K–5/Production and Distribution of Writing (Focus-Opinion Writing)</p> <ul style="list-style-type: none"> • 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. • 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. | <p>NWEA RIT scores https://sites.google.com/a/wfsd.k12.ny.us/nw-ea/map-reading-activities</p> |
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| Third Quarter | <p>Big Idea: What animals do you know about? What are they like?</p> <p>Comprehension Skill – Sequence, Main Idea and Key Details, Point of View</p> <p>Writing Traits – Word Choice, Organization</p> <p>Grammar – Was and Were, Has and Have, Go and Do, See and Saw, Adverbs That Tell <i>When</i></p> | Resources |
|---------------|--|---|
| | UNIT 4 STANDARDS | |
| 28 Days | <p>Language Standards K–5/Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1.1a Print all upper-and lowercase letters. (Foundations) • L.1.1e 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). (Foundations) • L.1.2a Capitalize dates and names of people. (Foundations) • L.1.2b Use end punctuation for sentences. (Foundations) • L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Foundations) • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (Foundations) <p>Language Standards K–5/Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. (Foundations) • L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (Foundations) • 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 with stripes). (Foundations) • L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy). (Foundations) • 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). (Foundations) <p>Reading Standards: Foundational Skills K–5/Print Concepts</p> <ul style="list-style-type: none"> • RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonological Awareness</p> <ul style="list-style-type: none"> • RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (Foundations) • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (Foundations) • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonics and Word Recognition</p> <ul style="list-style-type: none"> • RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. (Foundations) | <p>Unit 4 Wonders http://connecte.d.mcgrawhill.com/connected/login.do</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Read Write Think http://www.readwritethink.org/</p> <p>Teacher College http://www.readwritethink.org/</p> <p>ReadWorks www.readworks.org</p> <p>ODE Model Curriculum http://education.ohio.gov/Topic/s/Ohios-Learning-Standards/English</p> <p>K12 Reader-reading instruction resources www.K12reade</p> |

- **RF.1.3b** Decode regularly spelled one-syllable words. (Foundations)
- **RF.1.3c** Know final -e and common vowel team conventions for representing long vowel sounds. (Foundations).
- **RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (Foundations)
- **RF.1.3f** Read words with inflectional endings. (Foundations)
- **RF.1.3g** Recognize and read grade-appropriate irregularly spelled words. (Foundations)

Reading Standards: Foundational Skills K–5/Fluency

- **RF.1.4a** Read on-level text with purpose and understanding. (Foundations)
- **RF.1.4b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (Foundations)
- **RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Foundations)

Reading Standards for Informational Text K–5/Key Ideas and Details

- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Standards for Information K–5/Range of Reading and Level of Text Complexity

- **RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards for Literature K–5 /Key Ideas and Details

- **RL.1.1** Ask and answer questions about key details in a text.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.

Reading Standards for Literature K–5 /Craft and Structure

- **RL.1.6** Identify who is telling the story at various points in a text.

Reading Standards for Literature K–5/Integration of Knowledge and Ideas

- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

Reading Standards for Literature K–5/Range of Reading and Level of Text Complexity

- **RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Speaking & Listening Standards K–5 /Comprehension and Collaboration

- **SL.1.1a** 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). (Foundations)
- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion. (Foundations)
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Foundations)

Speaking & Listening Standards K–5 /Presentation of Knowledge and Ideas

- **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Foundations)
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Foundations)
- **SL.1.6** Produce complete sentences when appropriate to task and situation. (Foundations)

Writing Standards K–5/Production and Distribution of Writing (Focus- Narrative Writing)

- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **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.

r.com/subject/reading-skills/reading-comprehension/

Foundations
Units 8, 9 & 10
www.groton.k12.ct.us/Page/10330

Foundational Teacher Resources
<http://treasures.macmillanmh.com/ohio/teachers/>

NWEA RIT scores
<https://sites.google.com/a/wfsd.k12.ny.us/nwea/map-reading-activities>

| Third / Fourth Quarter | Big Idea: <i>How can we make sense of the world around us?</i> Comprehension Skills – Point of View, Cause and Effect, Problem and Solution Writing Traits – Sentence Fluency, Word Choice, Sentence Fluency, Organization Grammar – Words That Join, Adjectives, Adjectives that Compare, Using A, An, This and That, Prepositions | Resources |
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| UNIT 5 STANDARDS | | |
| 28 Days | <p>Language Standards K–5/Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1.1a Print all upper-and lowercase letters. (Foundations) • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2b Use end punctuation for sentences. (Foundations) • L.1.2a Capitalize dates and names of people. (Foundations) • L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Foundations) • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (Foundations) <p>Language Standards K–5/Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. (Foundations) • L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • 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 with stripes). (Foundations) • L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy). (Foundations) • L.1.5d 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. • 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). (Foundations) <p>Reading Standards: Foundational Skills K–5/Print Concepts</p> <ul style="list-style-type: none"> • RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonological Awareness</p> <ul style="list-style-type: none"> • RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (Foundations) • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (Foundations) • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonics and Word Recognition</p> <ul style="list-style-type: none"> • RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. (Foundations) • RF.1.3b Decode regularly spelled one-syllable words. (Foundations) • RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. (Foundations) • RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (Foundations) • RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. (Foundations) • RF.1.3f Read words with inflectional endings. (Foundations) • RF.1.3g Recognize and read grade-appropriate irregularly spelled words. (Foundations) <p>Reading Standards: Foundational Skills K–5/Fluency</p> <ul style="list-style-type: none"> • RF.1.4a Read on-level text with purpose and understanding. (Foundations) • RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (Foundations) • RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Foundations) <p>Reading Standards for Informational Text K–5/Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.1.1 Ask and answer questions about key details in a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Reading Standards for Informational Text K–5/Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RI.1.8 Identify the reasons an author gives to support points in a text. | <p>Unit 5 Wonders http://connecte.d.mcgrawhill.com/connected/login.do</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Read Write Think http://www.readwritethink.org/</p> <p>Teacher College http://www.readwritethink.org/</p> <p>ReadWorks www.readworks.org</p> <p>ODE Model Curriculum http://education.ohio.gov/Topic.s/Ohios-Learning-Standards/English</p> <p>K12 Reader-reading instruction resources www.k12reader.com/subject/reading-skills/reading-comprehension/</p> <p>Foundations Units 11 & 12 www.groton.k12.ct.us/Page/10330</p> <p>NWEA RIT scores https://sites.google.com/a/wfsd.k12.ny.us/nwea/map-reading-activities</p> |

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| | <p>Reading Standards for Information K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <p>Reading Standards for Literature K–5 /Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.1.1 Ask and answer questions about key details in a text. • RL.1.3 Describe characters, settings, and major events in a story, using key details. <p>Reading Standards for Literature K–5 /Craft and Structure</p> <ul style="list-style-type: none"> • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.6 Identify who is telling the story at various points in a text. <p>Reading Standards for Literature K–5/Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. <p>Reading Standards for Literature K–5/Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p>Speaking & Listening Standards K–5 /Comprehension and Collaboration</p> <ul style="list-style-type: none"> • SL.1.1a 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). (Foundations) • SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion. (Foundations) • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Foundations) <p>Speaking & Listening Standards K–5 /Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • SL.1.6 Produce complete sentences when appropriate to task and situation. <p>Writing Standards K–5/Production and Distribution of Writing (Focus- How-To Book)</p> <ul style="list-style-type: none"> • W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
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| Fourth Quarter | <p>Big Idea: <i>How does teamwork help us?</i></p> <p>Comprehension Skill – Theme, Author’s Purpose, Cause and Effect</p> <p>Writing Traits - Sentence Fluency, Voice, Ideas</p> <p>Grammar – Pronouns, Possessive Pronouns, Indefinite Pronouns, I and Me, Adverbs That Tell <i>How</i></p> | Resources |
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| UNIT 6 STANDARDS | | |
| 28 Days | <p>Language Standards K–5/Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1.1a Print all upper-and lowercase letters. (Foundations) • L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (Foundations) • L.1.2a Capitalize dates and names of people. (Foundations) • L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Foundations) <p>Language Standards K–5/Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. • L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonological Awareness</p> <ul style="list-style-type: none"> • RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (Foundations) • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (Foundations) • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Foundations) <p>Reading Standards: Foundational Skills K–5/Phonics and Word Recognition</p> <ul style="list-style-type: none"> • RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. (Foundations) • RF.1.3b Decode regularly spelled one-syllable words. (Foundations) • RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. (Foundations) • RF.1.3f Read words with inflectional endings. (Foundations) • RF.1.3g Recognize and read grade-appropriate irregularly spelled words. (Foundations) <p>Reading Standards: Foundational Skills K–5/Fluency</p> <ul style="list-style-type: none"> • RF.1.4a Read on-level text with purpose and understanding. (Foundations) | <p>Unit 6 Wonders http://connecte.d.mcgrawhill.com/connected/login.do</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Read Write Think http://www.readwritethink.org/</p> <p>Teacher College http://www.readwritethink.org/</p> <p>ReadWorks www.readworks.org</p> <p>ODE Model Curriculum http://education.ohio.gov/Topic/s/Ohios-Learning-</p> |

- **RF.1.4b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (Foundations)
 - **RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Foundations)
- Reading Standards for Informational Text K–5/Key Ideas and Details**
- **RI.1.1** Ask and answer questions about key details in a text.
 - **RI.1.2** Identify the main topic and retell key details of a text.
 - **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Reading Standards for Informational Text K–5/Craft and Structure**
- **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.
- Reading Standards for Informational Text K–5/Integration of Knowledge and Ideas**
- **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Reading Standards for Information K–5/Range of Reading and Level of Text Complexity**
- **RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.
- Reading Standards for Literature K–5 /Key Ideas and Details**
- **RL.1.1** Ask and answer questions about key details in a text.
 - **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- Reading Standards for Literature K–5 /Craft and Structure**
- **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - **RL.1.6** Identify who is telling the story at various points in a text.
- Reading Standards for Literature K–5/Integration of Knowledge and Ideas**
- **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
 - **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- Reading Standards for Literature K–5/Range of Reading and Level of Text Complexity**
- **RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- Speaking & Listening Standards K–5 /Comprehension and Collaboration**
- **SL.1.1a** 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). (Foundations)
 - **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion. (Foundations)
 - **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Foundations)
- Speaking & Listening Standards K–5 /Presentation of Knowledge and Ideas**
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Foundations)
 - **SL.1.6** Produce complete sentences when appropriate to task and situation. (Foundations)
- Writing Standards K–5/Production and Distribution of Writing (Focus-Opinion Writing)**
- **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.
 - **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
 - **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
 - **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Standards/English

K12 Reader-reading instruction resources www.k12reader.com/subject/reading-skills/reading-comprehension/

Foundations Unit 13 & 14 www.groton.k12.ct.us/Page/10330

Foundational skills <http://treasures.macmillanmh.com/ohio/teachers>

NWEA RIT scores <https://sites.google.com/a/wfsd.k12.ny.us/nwea/map-reading-activities>