

## MSD of Pike Township

### K-5 Literacy Curriculum Map and Resources

Teacher Resources	Student Resources	Curriculum Map Helpful Hints
<p><b>Teacher's Guide</b> - A comprehensive guide that provides support and resources for <b>instructional planning</b>. There are multiple volumes depending on the grade level and they are available in print and online.</p> <p><b>Teaching Pal</b> - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice &amp; Note signposts and scaffolded support to use <b>during instruction</b>.</p> <p><b>Writing Workshop Teacher's Guide</b> - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.</p> <p><b>Teacher Resource Book</b> - A collection of <b>Printables</b> for student application of literacy skills and <b>anchor charts</b>, <b>graphic organizers</b>, and <b>Know It, Show It</b> pages.</p> <p><b>Guiding Principles and Strategies</b> - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.</p> <p><b>BookStix (K-2 only)</b> - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.</p> <p><b>Take and Teach Leveled Reader Cards</b> - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.</p>	<p><b>myBook</b> - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.</p> <p><b>Rigby Leveled Library</b> - K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.</p> <p><b>Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2)</b> - well-loved literature connected to module topics and serve as focal text for writer's workshop.</p> <p><b>Vocabulary Cards</b> - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.</p> <p><b>Picture, Letter, and High-Frequency Word Cards (K-2 only)</b> - develop early foundational skills with these instructional cards.</p> <p><b>Start Right Reader (K-2 only)</b> - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.</p> <p><b>Sound/Spelling Cards (Grades 1-2 only)</b> - large-format instruction cards with pictures and multiple spelling combinations.</p> <p><b>Kindergarten Only</b> - alphafriend cards/videos and alphabet cards.</p>	<p><b>Curriculum Maps</b> - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas &amp; Pinnell Guided Reading format and Jan Richardson planning template.</p> <p><b>Modules</b> - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.</p> <p><b>Lessons</b> - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).</p> <p><b>Ed: Your Friend in Learning</b> - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.</p> <p><b>Priority Standards and Essential Skills</b> - these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).</p> <p><b>Common Assessments</b> - At the end of each module there is a <b>Module Assessment</b>. These will serve as the common assessments. All K-5 students will take this assessment during the designated week of instruction.</p> <p><b>SPECIAL NOTES:</b></p> <p><u>Test Taking Strategies/Tips:</u>  Find evidence in passage.  Response Masking Tool for online assessments or cross out answers.  Reread the question after reading all possible answers.  Take your time.  Find evidence in passage.</p>

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 1	Foundations	Vocabulary	Reading	Language	Writing
<b>Priority Standards</b>  <b>Bolded</b> standards are important grade level standards in this module.  <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.3.2 [1] <b>1.RF.3.4 [6]</b> <b>1.RF.4.4 [11]</b> <b>1.RF.4.5 [13]</b>	1.RV.2.4 [2] <b>1.RF.4.6 [7]</b>	1.RN.2.1 [3] <b>1.RN.2.2 [8]</b> <b>1.RL.2.3 [12]</b> <b>1.RL.4.1 [14]</b> <b>1.RV.3.1 [15]</b>	<b>1.W.6.1a [4]</b> <b>1.W.6.1b [9]</b>	<b>1.W.3.3 [5]</b> 1.W.4 [10]
<b>Essential Skills: SWBAT</b> <b>(Students will be able to...)</b>  <i>Underlined</i> skills are important skills that are assessed on the module assessment.	Blend sounds to make single-syllable words.  <u>Tell the beginning, middle, and ending sound of single-syllable words.</u>  <u>Decode one-syllable words with the CVC pattern (short a and short i).</u>  <u>Recognize and read high-frequency sight words.</u>	<u>Read root words with affixes. (-ed)</u>  <u>Recognize affixes, roots, and word endings. (-ed)</u>  Use affixes, roots, and word endings as clues to the meaning of an unknown word.	<u>Retell main (central) ideas of a nonfiction text.</u>  <u>Retell key details of a nonfiction text</u>  <u>Identify and describe the main character(s) in a story.</u>  Identify and describe the setting of a story.  <u>Use key details to identify and describe the story's plot.</u>  Use the illustrations and details to describe characters, settings, and events in a story.  <u>Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).</u>  <u>Identify the author's purpose of a text.</u>	<u>Identify nouns that name an animal, place, person, or thing.</u>  Write sentences with nouns.  Capitalize nouns when appropriate.  <u>Identify sentences that use action verbs.</u>	<u>Develop topics for stories.</u>  <u>Describe characters and their actions.</u>  <u>Use words to signal event order.</u>  <u>Organize ideas into a beginning, middle, and end.</u>  Apply the writing process.
<b>Topics</b>	High Frequency Words (HFW) Short Vowels: A and I	Root Words, Affixes Verb Tense	Central Idea Story Structure Author's Purpose	Nouns Action Verbs	Oral Story  <b>Prompt:</b> Tell a story about a moment in your life.
<b>Lesson Content</b>	<b>Lessons 1-5</b> HFW: <i>go, is, like, see, the, this, to, we</i> Phonics: Consonants m, s, t, b; short a Spelling: short a Fluency: accuracy, self correction  <b>Lessons 6-10</b> HFW: a, first, good, had, he, I, my, was Phonics: Consonants n, d, c /k/; short a Spelling: short a Fluency: reading rate  <b>Lessons 11-15</b> HFW: and, find, for, just, many, one, she, then Phonics: consonants r, f, s /z/; short i Spelling: short i Fluency: phrasing	<b>Lessons 1-5</b> enjoy, excited, noisy, favorite, furry, goodness, great, hall, library, nervous, new, try, challenge, emotions, friendships classify and categorize  <b>Lessons 6-10</b> accept, calm, happened, introduce, kinds, last, partner, ridiculous, search, together, trip, wished inflection -ed  <b>Lessons 11-15</b> approve, beautiful, changed, chilly, copied, flutter, folds, grumbled, paddled, quivered, swayed, ugly, weird inflection -ed	<b>Lessons 1-5</b> Realistic fiction Fantasy Narrative nonfiction Story structure Author's purpose  <b>Lessons 6-10</b> Fantasy Realistic fiction Informational text Author's purpose Central (Main) Idea  <b>Lessons 11-15</b> Realistic fiction Fairy tale Song characters	<b>Lessons 1-5</b> Nouns (people and animals)  <b>Lessons 6-10</b> Nouns (places and things)  <b>Lessons 11-15</b> Action verbs	<b>Lessons 1-5</b> Focal Text: <i>Ralph Writes a Story</i> Finding a topic Oral story-telling  <b>Lessons 6-10</b> Telling and listening to stories Prewriting: developing a class story Drafting  <b>Lessons 11-15</b> Revising: adding details, finding the right words Editing: capitalizing proper nouns Publishing Sharing

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 1	Foundations	Vocabulary	Reading	Language	Writing
Assessments	Optional: Know It, Show It: Short a p.4 Short i p.26 Printables: Word List 1,2,3	Optional: Know It, Show It: Power Words p.9 Printables	Optional: <b>Weekly Assessment</b> Know It, Show It: Author's Purpose p.11 Selection Quizzes: <i>My School Trip</i> Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	August 17-21	Lessons 1-5	1.RV.1, 1.RV.2.2, 1.RV.3.1, 1.SL.2.1, 1.SL.2.5, 1.RF.4.1, 1.W.6.2.c [16]	<i>Pete the Cat My First Day Try This!</i>	Weekly Assessment
Week 2	August 24-28	Lessons 6-10	1.RV.1, 1.RF.5, 1.RL.1, 1.RL.2.1, 1.RN.1, 1.W.6.2c [17]	<i>You Will Be My Friend My School Trip A Kid's Guide to Friends</i>	Weekly Assessment
Week 3	August 31 - September 4	Lessons 11-15	1.RF.3.5, 1.RF.4.2, 1.RL.2.1, 1.RL.3.1, 1.ML.1, 1.ML.2.1 [18]	<i>Suki's Kimono Big Dilly's Tale I'm Me</i>	Weekly Assessment
Week 4	September 8-11 (4-day)	Remediation/Enrichment	as needed	as needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 2	Foundations	Vocabulary	Reading	Language	Writing
<b>Priority Standards</b>  <b>Bolded</b> standards are important grade level standards in this module.  <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	<b>1.RF.3.2 [19]</b> <b>1.RF.4.4 [24]</b>	1.W.6.1a [20] 1.W.6.1b [25] <b>1.RV.2.1 [28]</b> <b>1.RV.2.2 [30]</b>	1.RL.2.3 [21] <b>1.RL.4.1 [26]</b> 1.RN.2.3 [29] <b>1.RN.3.1 [31]</b> <b>1.RN.4.1 [32]</b>	1.W.3.3 [22]	1.W.3.3 [23] 1.W.4 [27]
<b>Essential Skills: SWBAT</b> <b>(Students will be able to...)</b>  <i>Underlined</i> skills are important skills that are assessed on the module assessment.	<u>Blend sounds, including consonant blends to produce single-syllable words.</u>  <u>Decode one-syllable words in the major syllable patterns. (CVC pattern - short o and short u)</u>  <u>Read words in common word families.(short o and short u)</u>  <u>Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).</u>  <u>Distinguish beginning, middle (medial), and final sounds in single-syllable words.</u>	<u>Identify nouns.</u>  <u>Use context clues (words and sentence clues) to help me understand an unknown word.</u>  <u>Use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word</u>  <u>Sort words into categories using antonyms.</u>  <u>Identify sentences that use action verbs.</u>	<u>Identify and describe the setting of a story.</u>  <u>Use the illustrations and details to describe characters, setting, or events in a story.</u>  Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.  <u>Identify and use text features in a nonfiction text.</u>  <u>Locate and describe key facts in a nonfiction text.</u>  <u>Identify the support the points an author gives for the topic.</u>	<u>Identify a complete sentence.</u>  <u>Identify a word that describes a noun.</u>  Write a complete sentence.  Write a word that describes a noun.	Develop topics for stories.  <u>Describe how an object looks.</u>  Apply the writing process.
<b>Topics</b>	High Frequency Words (HFW) Short Vowels: O and U	Nouns Verbs Antonyms	Setting Text Features Text Organization	Adjectives Complete Sentences	Descriptive Essay <b>Prompt:</b> Write a short description of what makes your world wonderful.
<b>Lesson Content</b>	<b>Lessons 1-5</b> HFW: are, buy, little, said, too, up, will, you Phonics: consonants g, k; review short a & i Spelling: short i Fluency: expression  <b>Lessons 6-10</b> HFW: do, live, of, our, wants, what, with, your Phonics: consonants l, h; short o Spelling: short o Fluency: intonation  <b>Lessons 11-15</b> HFW: about, eat, how, make, out, put, takes, who Phonics: consonants w, j, y, v; short u Spelling: short u Fluency: accuracy & self-correction	<b>Lessons 1-5</b> belong, gifted, help, market, mess, neighbors, persists, sell, set, sketch, smeared, toiled words about places and things antonyms  <b>Lessons 6-10</b> canvas, clinic, community, decorated, dipped, gazed, gloom, heart, map, places, purpose, town words about places and things  <b>Lessons 11-15</b> against, churn, close, docked, drive, harbor, heal, pointing, spoon, stock, unload words about actions and directions	<b>Lessons 1-5</b> Opinion writing Informational text Realistic fiction Ideas and support Text organization Setting  <b>Lessons 6-10</b> Realistic fiction Informational text Text features Area words  <b>Lessons 11-15</b> Fantasy Informational text Text organization	<b>Lessons 1-5</b> Adjectives: size and shape  <b>Lessons 6-10</b> Adjectives: color and number  <b>Lessons 11-15</b> Complete sentences	<b>Lessons 1-5</b> Focal Text: <i>Nana in the City</i> Prewriting: finding a topic & planning  <b>Lessons 6-10</b> Drafting: elements of a descriptive essay, using sensory words, adding art Revising  <b>Lessons 11-15</b> Revising: capitalization Editing: review grammar, preparing to publish Publishing Sharing

**MSD of Pike Township Reading Curriculum Map - Grade 1**

<b>Module 2</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<b>Assessments</b>	Optional: Know It, Show It: Short o p 45 Short u p 55 Printables: Word List 4,5,6	Optional: Know It, Show It: Generative Vocabulary p 39 Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes: Dan had a Plan Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
<b>Pacing Guidance</b>		<b>Lessons</b>	<b>Additional Standards</b>	<b>Text</b>	<b>Assessment</b>
<b>Week 1</b>	September 14-18	Lessons 1-5	1.RV.1, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.RL.1, 1.RL.2.2, 1.W.3.2, 1.W.6.2.c [33]	<i>Kids Speak Up</i> <i>Whose Hands are These?</i> <i>Dan Had a Plan</i>	Weekly Assessment
<b>Week 2</b>	September 21-25	Lessons 6-10	1.RV.1, 1.RV.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RN.2.2, 1.RN.4.2, 1.W.2.1, 1.W.3.2, 1.W.6.2.c [34]	<i>Maybe Something Beautiful</i> <i>On the Map!</i> <i>Places in My Neighborhood</i>	Weekly Assessment
<b>Week 3</b>	September 28 - October 2	Lessons 11-15	1.RV.1, 1.RV.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.RN.1, 1.RN.2.1, 1.W.1, 1.W.3.2, 1.W.6.1.e, 1.W.6.1.b, 1.W.2.1, 1.W.6.2 [35]	<i>Abuela</i> <i>Who Put the Cookie in the Cookie Jar?</i> <i>Curious About Jobs</i>	Weekly Assessment
<b>Week 4</b>	October 5-9	Remediation/Enrichment	As needed	as needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

<b>Module 3</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<p><b>Priority Standards</b></p> <p><b>Bolded</b> standards are <b>important</b> grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>1.RF.3.2 [36]</p> <p><b>1.RF.4.1 Consonant Digraphs [41]</b></p> <p>1.RF.4.4 [46]</p>	<p><b>1.RV.2.2 Synonyms [37]</b></p> <p><b>1.RV.2.4 -ing [42]</b></p>	<p><b>1.RL.2.3 [38]</b></p> <p><b>1.RL.3.2 [43]</b></p> <p>1.RN.2.3 [47]</p> <p><b>1.RN.3.1 Labels [49]</b></p> <p><b>1.RN.3.2 [50]</b></p>	<p><b>1.W.6.1a [39]</b></p> <p>1.RF.2.3 [44]</p>	<p>1.W.5 [40]</p> <p><b>1.W.6.1e [45]</b></p> <p>1.W.4 [48]</p>
<p><b>Essential Skills: SWBAT (Students will be able to...)</b></p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p><u>Blend sounds, including consonant blends, to make single- and multi-syllable words.</u></p> <p>Decode words one-syllable words in the major syllable patterns (CVC).</p> <p><u>Use letter-sound knowledge of single consonants, short vowels, and consonant digraphs to decode phonetically regular words independent of context.</u></p> <p><u>Recognize and read commonly and irregularly spelled high frequency sight words.</u></p>	<p><u>Sort words into categories using synonyms and antonyms.</u></p> <p>Recognize affixes, roots, and word endings.</p> <p>Use affixes, roots, and word endings as clues to the meaning of an unknown word.</p> <p>Write sentences with nouns and personal pronouns and capitalize nouns as appropriate.</p> <p><u>Recognize time and position words.</u></p>	<p>Identify and describe the main character(s), setting, problem and solution in a story.</p> <p><u>Use key details to identify and describe the story's plot.</u></p> <p><u>Identify who is telling the story throughout a text.</u></p> <p><u>Identify and use text features in a nonfiction text.</u></p> <p>Locate and describe key facts in a nonfiction text.</p>	<p><u>Identify/use singular and plural nouns in writing.</u></p> <p><u>Identify the words that make a sentence complete.</u></p> <p><u>Identify the subject of a sentence.</u></p>	<p>Identify sources of information about my topic and tell where I found them.</p> <p><u>Organize information, using graphic organizers and other aids.</u></p> <p><u>Write in complete sentences.</u></p> <p>Apply the writing process.</p>
<b>Topics</b>	<p>High Frequency Words (HFW)</p> <p>Short Vowel: e</p> <p>Consonant Digraph: sh</p>	<p>Synonyms</p> <p>Inflectional <i>-ing</i></p> <p>Prepositions</p>	<p>Ask and Answer Questions</p> <p>Create Mental Images</p> <p>Monitor and Clarify</p> <p>Summarize</p>	<p>Sentence Parts</p> <p>Statements</p> <p>Singular and Plural Nouns</p>	<p>Research Essay</p> <p><b>Prompt:</b> Write about things your teacher does at school.</p>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 3	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: day, every, fly, have, look, made, they, write Phonics: consonants qu, x, z; short e Spelling: short e Fluency: reading rate</p> <p><b>Lessons 6-10</b> HFW: all, down, four, from, her, now, saw, went Phonics: double final consonants; consonants ck Spelling: double final consonants Fluency: expression</p> <p><b>Lessons 11-15</b> HFW: by, call, could, know, some, there, were, would Phonics: consonant digraph sh Spelling: consonant digraph sh Fluency: phrasing</p>	<p><b>Lessons 1-5</b> empty, exclaimed, hunts, propel, sinking, soon, spring, stubby, surprise, twigs, warm words about time and position synonyms</p> <p><b>Lessons 6-10</b> dull, experts, lenses, once, pupils, sharp, sheds, shingle, shriek, stroll, swivel, thank words about time and position</p> <p><b>Lessons 11-15</b> circling, clenched, herd, limit, mark, pelted, predators, prey, puny, raised, school, scold inflection -ing</p>	<p><b>Lesson 1-5</b> Informational text Realistic fiction Ask and answer questions Text features Story structure</p> <p><b>Lesson 6-10</b> Informational text Folktales Narrative Nonfiction Point of view Text organization Create mental images Monitor &amp; clarify</p> <p><b>Lesson 11-15</b> Fantasy Procedural text Text organization Story structure Summarize Chronological order</p>	<p><b>Lessons 1-5</b> Sentence parts</p> <p><b>Lessons 6-10</b> Statements</p> <p><b>Lessons 11-15</b> Singular and plural nouns</p>	<p><b>Lessons 1-5</b> Focal Text: <i>Giraffes</i> by Kate Riggs Prewriting: finding a topic &amp; researching a topic</p> <p><b>Lessons 6-10</b> Drafting: elements of an informational text, integrating research, adding art, adding text features Revising</p> <p><b>Lessons 11-15</b> Revising: singular &amp; plural nouns Editing: review grammar, preparing to publish Publishing Sharing</p>
<b>Assessments</b>	Optional: Know It, Show It: Short e p 63 Consonant <i>sh</i> p 84 Printables: Word List 7,8,9	Optional: Know It, Show It: Generative Vocabulary p 80 Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes: <i>The Nest</i> Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	October 12-16	Lessons 1-5	1.RV.1, 1.SL.2.1, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.RL.2.1, 1.RL.4.1, 1.W.3.2, 1.W.6.2.c [51]	<i>Animal Q &amp; A</i> <i>Best Foot Forward</i> <i>The Nest</i>	Weekly Assessment
<b>Week 2</b>	October 26-30	Lessons 6-10	1.RV.1, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF.4.5, 1.RF.5, 1.RL.2.1, 1.RN.3.2, 1.RN.2.1, 1.W.3.2, 1.W.4, 1.W.6.2.c [52]	<i>Whose Eye Am I?</i> <i>Blue Bird &amp; Coyote</i> <i>Have You Heard the Nesting Bird?</i>	Weekly Assessment
<b>Week 3</b>	November 2-6	Lessons 11-15	1.RF.3.4, 1.RF.3.5, 1.RF.5, 1.W.6.2.c, 1.RF.4.6, 1.W.6.1.b, 1.RL.3.1, 1.RL.4.1, 1.RN.2.2, 1.RN.3.2, 1.W.3.2, 1.W.4, 1.W.5.b, [53]	<i>Ol' Mama Squirrel</i> <i>Step By Step Advice...</i> <i>Beaver Family</i>	Weekly Assessment
<b>Week 4</b>	November 9-13	Remediation/Enrichment	as needed	as needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 4	Foundations	Vocabulary	Reading	Language	Writing
<p><b>Priority Standards</b></p> <p><b>Bolded</b> standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p><b>1.RF.3.2 [54]</b></p> <p><b>1.RF.4.1 [59]</b></p> <p><b>1.RF.4.4 [64]</b></p>	<p><b>1.RF.4.6 -er, -est &amp; compound words</b></p> <p><b>1.RV.2.1 [60]</b></p> <p><b>1.RV.2.4 [65]</b></p>	<p><b>1.RL.2.2 Theme [56]</b></p> <p><b>1.RL.2.3 [61]</b></p> <p><b>1.RL.3.2 Point of View [66]</b></p> <p><b>1.RL.4.1 [68]</b></p> <p><b>1.RN.2.2 Central (Main) Idea [69]</b></p> <p><b>1.RN.3.1 [70]</b></p> <p><b>1.RN.4.1 [71]</b></p>	<p><b>1.W.6.1.a [57]</b></p> <p><b>1.W.6.2.a [62]</b></p> <p><b>1.W.6.1.e [67]</b></p>	<p><b>1.W.3.3 [58]</b></p> <p><b>1.W.4 [63]</b></p>
<p><b>Essential Skills: SWBAT (Students will be able to...)</b></p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p><u>Blend sounds to make single- and multi-syllable words.</u></p> <p><u>Recognize and read commonly and irregularly spelled high frequency sight words.</u></p> <p><u>Use letter-sound knowledge of single consonants, short vowels, and consonant digraphs to decode phonetically regular words independent of context.</u></p>	<p><u>Use context clues and text features to help understand unknown words.</u></p> <p><u>Use affixes and roots to understand the meanings of unknown words.</u></p> <p><u>Read and understand comparatives and compound words.</u></p>	<p><u>Answer questions about main ideas and details.</u></p> <p>Retell a story, fable, or fairy tale in sequence and identify the theme.</p> <p>Identify the plot, character, and setting, using key details.</p> <p><u>Describe characters, settings, or events in a story.</u></p> <p>Retell main idea and key details in a nonfiction text.</p> <p><u>Identify and use text features in a nonfiction text.</u></p> <p>Locate and describe key facts in a nonfiction text.</p> <p><u>Identify the support an author gives for their topic.</u></p> <p><u>Identify who is telling the story at various points in a text.</u></p>	<p><u>Complete a command sentence using that, these or those.</u></p> <p><u>Identify when proper nouns are written correctly.</u></p> <p><u>Identify the correct preposition in a sentence.</u></p>	<p><u>Use words to signal event order.</u></p> <p><u>Organize ideas into a beginning, middle and end.</u></p> <p>Apply the writing process.</p>
<p><b>Topics</b></p>	<p>High Frequency Words (HFW)</p> <p>Consonant Digraphs: th, wh, tch</p> <p>'S' Blends</p> <p>Inflections: -s, -es</p>	<p>Compound Words</p> <p>Suffixes: -er, -est</p> <p>Context Clues</p>	<p>Ideas and Support</p> <p>Central (Main) Idea</p> <p>Point of View</p> <p>Text Features</p> <p>Characters</p> <p>Theme</p>	<p>Prepositions, Prepositional Phrases</p> <p>Proper Nouns</p> <p>Commands</p>	<p>Procedural Text</p> <p><b>Prompt:</b> Write about the steps you take when you wash your hands.</p>



**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 4	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: be, here, me, play, started, today, use, very Phonics: consonant digraph ch Spelling: consonant digraph ch Fluency: intonation</p> <p><b>Lessons 6-10</b> HFW: jump, right, say, their, walk, way, where, why Phonics: consonant digraphs th, wh; trigraph -tch; inflections -s, -es Spelling: consonant digraphs th, wh Fluency: accuracy and self-correction</p> <p><b>Lessons 11-15</b> HFW: after, before, does, don't, grow, into, no, wash Phonics: initial blends with s Spelling: initial blends with s Fluency: reading rate</p>	<p><b>Lessons 1-5</b> bend, coach, drills, equipment, fan, field, goal, jog, pace, rules, team, twist compound words context clues</p> <p><b>Lessons 6-10</b> afford, body, champions, excuse, exercise, guy, hero, match, opponent, professional, spreading, well compound words</p> <p><b>Lessons 11-15</b> dusk, fruits, heap, jeered, penalty, quarrel, seed, short, stumbled, trouble suffixes -er, -est</p>	<p><b>Lessons 1-5</b> Opinion writing Informational text Ideas and support Central (Main) idea Evaluate Point of view</p> <p><b>Lessons 6-10</b> Biography Informational text Fantasy Central (Main) Idea Synthesize Text Features Retell Characters</p> <p><b>Lessons 11-15</b> Folktale Fantasy Theme Point of view Make connections Central (Main) idea</p>	<p><b>Lessons 1-5</b> Prepositions and prepositional phrases</p> <p><b>Lessons 6-10</b> Proper nouns</p> <p><b>Lessons 11-15</b> Commands</p>	<p><b>Lessons 1-5</b> Focal Text: <i>Do Unto Otters</i> by Laurie Keller Prewriting: finding a topic &amp; developing a topic</p> <p><b>Lessons 6-10</b> Drafting: elements of a procedural text, choosing the right words, adding art Revising: time order words</p> <p><b>Lessons 11-15</b> Revising: the parts of the narrative Editing: review grammar, preparing to publish Publishing Sharing</p>
<b>Assessments</b>	Optional: Know It, Show It: digraph <i>ch</i> p 92 digraph <i>th, wh</i> p 103 Printables: Word List 10,11,12	Optional: Know It, Show It: Generative Vocabulary p 97 Compound Words p 109 Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes: <i>Get Up and Go</i> Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	November 16-20	Lessons 1-5	1.RF.2.3, 1.RF.3.3, 1.RF.3.5, 1.RF.5, 1.W.6.2.c 1.RN.2.1, 1.SL.1, 1.SL.4.3, 1.W.3.2, 1.W.5.b [72]	<i>Good Sports</i> <i>Baseball Hour</i> <i>Goal!</i>	Weekly Assessment
<b>Week 2</b>	November 30 - December 4	Lessons 6-10	1.RF.3.3, 1.RF.3.5, 1.RF.5, 1.W.6.2.c, 1.RV.1, 1.RN.2.3, 1.W.3.2 [73]	<i>Pele King of Soccer</i> <i>Get Up and Go</i> <i>A Big Guy Took My Ball!</i>	Weekly Assessment
<b>Week 3</b>	December 7-11	Lessons 11-15	1.RF.3.5, 1.RF.5, 1.RL.1, 1.RL.3.2, 1.RL.4.2, 1.ML.1, 1.ML.2.1, 1.W.3.2, 1.W.4.b, 1.W.6.2.b, 1.W.6.2.c [74]	<i>The Great Ball Game</i> <i>If You Plant a Seed</i>	Weekly Assessment
<b>Week 4</b>	December 14-17 (4-day)	Remediation/Enrichment	as needed	as needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

<b>Module 5</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<p><b><u>Priority Standards</u></b></p> <p><b>Bolded</b> standards are <b>important</b> grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>1.RF.3.2 [75]</p> <p>1.RF.4.4 [80]</p> <p>1.RF.4.6 [84]</p> <p>1.RF.4.1 [86]</p>	<p>1.RV.1 [76]</p> <p>1.RV.2.4 [81]</p>	<p>1.RL.2.2 Theme [77]</p> <p>1.RL.2.3 [82]</p> <p>1.RL.4.1 [85]</p> <p>1.RN.2.2 Central Idea [87]</p> <p>1.RN.3.1 [88]</p> <p>1.RN.4.1 [89]</p>	<p>1.W.6.1.b [78]</p>	<p>1.W.3.3 [79]</p> <p>1.W.4 [83]</p>
<p><b><u>Essential Skills: SWBAT</u></b> <b>(Students will be able to...)</b></p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p><u>Blend sounds to make single- and multiple-syllable words.</u></p> <p><u>Recognize and read commonly and irregularly spelled high frequency sight words.</u></p> <p><u>Read grade-appropriate root words and affixes including verb tense and comparatives (e.g., look, -ed, -ing, -s, -er, -est)</u></p> <p><u>Use letter-sound knowledge of single consonants, consonant blends and digraphs, to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</u></p>	<p><u>Use affixes and roots to understand the meanings of unknown words.</u></p> <p>Use vocabulary from different sources (reading, conversation, etc.).</p>	<p><u>Retell a story, fable, or fairy tale in sequence and identify the theme.</u></p> <p><u>Identify the plot, character, and setting, using key details.</u></p> <p><u>Describe characters, settings, or events in a story.</u></p> <p><u>Use illustrations and details in a story to describe its characters, setting, or events.</u></p> <p><u>Retell main (central) idea in a nonfiction text.</u></p> <p><u>Identify and use text features in a nonfiction text.</u></p> <p>Locate and describe key facts in a nonfiction text.</p> <p><u>Identify the support an author gives for their topic.</u></p>	<p><u>Writing sentences using verbs to convey a sense of past, present, and future.</u></p>	<p>Develop topics for stories or poems.</p> <p><u>Describe characters and their actions.</u></p> <p><u>Organize ideas into a beginning, middle, and end.</u></p> <p>Use words to signal event order.</p> <p>Apply the writing process.</p>
<p><b>Topics</b></p>	<p>High Frequency Words (HFW)</p> <p>Initial Blends: L and R</p> <p>Final Blends</p> <p>Compound Words</p> <p>Inflection: -ed</p>	<p>Suffixes: -er, -est, -y, -ful</p> <p>Inflection: -s</p> <p>Reference Sources</p>	<p>Text Features</p> <p>Story Structure</p> <p>Ideas and Support</p> <p>Central Idea</p> <p>Theme</p>	<p>Subjects, Verbs</p> <p>Verbs and Time</p> <p>Verb: be</p>	<p>Imaginative Story</p> <p><b>Prompt:</b> Write your own story about two animals that are friends.</p>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 5	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: around, came, come, found, other, people, two, worked Phonics: initial blends with l Spelling: initial blends with l Fluency: expression</p> <p><b>Lessons 6-10</b> HFW: again, a way, because, cold, fall, full, or, pretty Phonics: initial blends with r Spelling: initial blends with r Fluency: phrasing</p> <p><b>Lessons 11-15</b> HFW: any, done, laugh, long, more, pull, teacher, think Phonics: final blends, inflection -ed Spelling: final blends Fluency: intonation</p>	<p><b>Lessons 1-5</b> blackout, busy, gravity, huddles, idea, normal, revolve, rolls, still, sweep, tilts, universe suffixes -er -est reference sources</p> <p><b>Lessons 6-10</b> arrives, avoid, bare, blanket, faces, fades, hidden, nears, pattern, seasons, shines, weather inflection -s</p> <p><b>Lessons 11-15</b> able, creatures, groan, reaching, shivering, starry, swooping, wait, wasted, worth suffixes -y -ful</p>	<p><b>Lessons 1-5</b> Informational text Realistic fiction Text Features Inferences Story structure Media literacy: digital tools</p> <p><b>Lessons 6-10</b> Informational text Opinion writing Text features Make &amp; confirm predictions Make connections Ideas and support</p> <p><b>Lessons 11-15</b> Narrative nonfiction Fantasy Song Central (Main) idea Make &amp; confirm predictions Theme</p>	<p><b>Lessons 1-5</b> Subjects and verbs</p> <p><b>Lessons 6-10</b> Verbs and time</p> <p><b>Lessons 11-15</b> The verb <i>be</i> Using <i>is, are, was</i> and <i>were</i></p>	<p><b>Lessons 1-5</b> Focal Text: <i>Why the Sun and Moon Live in the Sky</i> by Elphinstone Dayrell Prewriting: finding and developing a topic</p> <p><b>Lessons 6-10</b> Drafting: elements of imaginative narrative, choosing the right words, adding art Revising: pronouns, grouping</p> <p><b>Lessons 11-15</b> Revising: the parts of a narrative Editing: reviewing for grammar, preparing to publish Publishing Sharing</p>
<b>Assessments</b>	Optional: Know It, Show It: Initial Blend / p 121 Initial Blend r p 132 Printables: Word List 13,14,15	Optional: Know It, Show It: Generative Vocabulary Inflection -s p 138, Suffixes -er, -est, -y, -ful p 126/148 Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes: <i>Blackout</i> Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	January 4-8	Lessons 1-5	1.RF.2.4, 1.RF.3.3, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.W.6.2.c, 1.RN.2.3, 1.SL.3.1, 1.ML.1, 1.ML.2.1 [90]	<i>Super Shadows</i> <i>Blackout</i> <i>Day and Night</i>	Weekly Assessment
<b>Week 2</b>	January 11-15	Lessons 6-10	1.RF.3.3, 1.RF.3.5, 1.RF.4.1, 1.RF.4.4, 1.RF.5, 1.W.2.1, 1.W.6.2.c, 1.RN.1, 1.RN.2.1, 1.RN.2.3, 1.RN.4.2 [91]	<i>How Do You Know It's Winter?</i>	Weekly Assessment
<b>Week 3</b>	January 19-22 (4-day)	Lessons 11-15	1.RF.2.3, 1.RF.3.3, 1.RF.3.5, 1.RF.4.1, 1.RF.4.2, 1.RF.5, 1.W.6.2.c, 1.RL.2.4, 1.W.4.b [92]	<i>Oscar and the Moth</i> <i>Waiting is Not Easy!</i>	Weekly Assessment
<b>Week 4</b>	January 25-29	Remediation/Enrichment	as needed	as needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 6	Foundations	Vocabulary	Reading	Language	Writing
<p><b>Priority Standards</b></p> <p><b>Bolded</b> standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p><b>1.RF.4.2 [93]</b></p> <p><b>1.RF.4.3 [98]</b></p> <p><b>1.RF.4.4 [103]</b></p> <p><b>1.RF.4.1 [107]</b></p>	<p><b>1.RV.2.1 [94]</b></p> <p><b>1.RV.2.4 [99]</b></p> <p><b>1.RF.4.6 [104]</b></p>	<p><b>1.RN.4.1 [95]</b></p> <p><b>1.RN.3.1 [100]</b></p> <p><b>1.RN.3.2 [105]</b></p> <p><b>1.RL.2.3 [108]</b></p> <p><b>1.RL.4.1 [109]</b></p>	<p><b>1.W.6.1.e [96]</b></p> <p><b>1.W.6.2.a [101]</b></p> <p><b>1.W.6.2.b [106]</b></p>	<p><b>1.W.3.3 [97]</b></p> <p><b>1.W.4 [102]</b></p>
<p><b>Essential Skills: SWBAT</b> (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p><u>Decode one-syllable words with the VCe pattern.</u></p> <p><u>Read and write words with the VCe pattern.</u></p> <p><u>Read and write words using silent letter combinations.</u></p> <p><u>Recognize and read high-frequency sight words.</u></p> <p><u>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</u></p>	<p><u>Use context clues (words and sentence clues) to help me understand an unknown word.</u></p> <p>Use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word.</p> <p><u>Use affixes and roots to understand the meanings of unknown words.</u></p> <p><u>Read grade-appropriate root words and affixes including verb tense and comparatives (e.g., look, -ed, -ing, -s, -er, -est).</u></p>	<p>Locate and describe key facts in a nonfiction text.</p> <p><u>Identify and describe the main character(s), setting, problem and solution of a story.</u></p> <p><u>Use key details to identify and describe the story's plot.</u></p> <p>Use the illustrations and details to describe characters, settings, and events in a story.</p> <p><u>Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.</u></p> <p><u>Identify the reasons the author gives to support points in a text.</u></p> <p><u>Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</u></p>	<p><u>Capitalize the first word in my sentence, dates, names of people, and the word "I".</u></p> <p><u>Use a period, question mark, and exclamation mark at the end of a sentence.</u></p> <p><u>Use commas in dates and to separate items in a series.</u></p> <p><u>Use two simple sentences to write a compound statement.</u></p>	<p>Develop topics for stories or poems.</p> <p><u>Describe characters and their actions.</u></p> <p><u>Use words to signal event order.</u></p> <p><u>Organize ideas into a beginning, middle, and end.</u></p> <p>Apply the writing process.</p>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 6	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: another, gave, house, over, own, read, water, white Phonics: long e, i, o (CV), possessives with 's Spelling: CV pattern; question words Fluency: accuracy, self-correction</p> <p><b>Lessons 6-10</b> HFW: always, began, better, gives, hurt, shall, should, things Phonics: long a (VCe), Soft c Spelling: long a (VCe) Fluency: reading rate</p> <p><b>Lessons 11-15</b> HFW: carry, draw, eight, even, goes, may, seven, shows Phonics: long i, o (VCe), silent letters (kn, wr) Spelling: long i, o (VCe) Fluency: expression</p>	<p><b>Lessons 1-5</b> brag, emblem, forever, freedom, grouchy, monuments, peace, scene, sights, symbol, true suffixes -y -ful multiple-meaning words</p> <p><b>Lessons 6-10</b> audience, base, contest, hope, liberty, national, onstage, program, split, stand, towers, vote suffixes -less -ful</p> <p><b>Lessons 11-15</b> brittle, celebrate, center, Constitution, famous, government, papers, parade, share, signed, tradition words about actions (verbs)</p>	<p><b>Lessons 1-5</b> Informational text Song, drama Text features Elements of poetry Make &amp; confirm predictions Elements of drama Media literacy: reference sources</p> <p><b>Lessons 6-10</b> Realistic fiction Opinion writing Informational text Point of view Evaluate Ideas &amp; support Make connections, text connections</p> <p><b>Lessons 11-15</b> Narrative nonfiction Realistic fiction Poetry Text features Create mental images Story structure Elements of poetry</p>	<p><b>Lessons 1-5</b> Questions</p> <p><b>Lessons 6-10</b> Compound sentences</p> <p><b>Lessons 11-15</b> Names of months, days, holidays</p>	<p><b>Lessons 1-5</b> Focal Text: <i>The Thanksgiving Door</i> by Debby Atwell Prewriting: finding &amp; developing a topic</p> <p><b>Lessons 6-10</b> Drafting: elements of a narrative, choosing the right words, adding art Revising: synonyms, grouping</p> <p><b>Lessons 11-15</b> Revising: incorporating feedback Editing: reviewing for grammar, preparing to publish Publishing Sharing</p>
<b>Topics</b>	<p>High Frequency Words (HFW) Long Vowels: e, i, o (CV) Possessives: 's Long Vowels: a, i, o (VCe) Soft c Silent Letters: KN, WR</p>	<p>Action Words Suffixes: -y, -ful, -less Multiple Meaning Words</p>	<p>Text Features Elements of Poetry Elements of Drama Point of View Ideas and Support Text Organization Story Structure</p>	<p>Questions Compound Sentences Names of Months, Days, and Holiday</p>	<p>Personal Narrative</p> <p><b>Prompt:</b> Write a story about things you and things you did when you went someplace new.</p>
<b>Assessments</b>	<p>Optional: Know It, Show It: Long e,i,o p 3, Long a,i p 14, Long u p 24 Printables: Word List 16,17,18</p>	<p>Optional: Know It, Show It Printables</p>	<p>Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project</p> <p><b>Required:</b> Module Assessment</p>	<p>Optional: Writer's Notebook</p> <p><b>Required:</b> Module Assessment</p>	<p>Optional: Weekly Assessment Performance Task</p> <p><b>Required:</b> Module Assessment</p>
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	February 1-5	Lessons 1-5	1.RF.3.4, 1.RF.3.5, 1.RF.5, 1.RF.2.4, 1.RL.2.4, 1.SL.4.1, 1.ML.1, 1.W.6.2.c [110]	<i>State the Facts</i> <i>You're a Grand Old Flag</i> <i>Monument City</i>	Weekly Assessment
<b>Week 2</b>	February 8-12	Lessons 6-10	1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RV.1, 1.RL.3.2, 1.RN.1, 1.RN.2.2, 1.RN.4.2, 1.W.1, 1.W.6.2.c [111]	<i>Presidents' Day</i> <i>The Contest</i> <i>The Statue of Liberty</i>	Weekly Assessment
<b>Week 3</b>	February 16-19 (4-day)	Lessons 11-15	1.RF.3.4, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RL.2.1, 1.RL.3.1, 1.SL.4.1, 1.W.6.1.a, 1.W.6.1.b, 1.W.6.2.c [112]	<i>Can We Ring the Liberty Bell?</i> <i>Hooray for Holidays!</i> <i>Patriotic Poems</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Week 4	February 22-26	Remediation/Enrichment	as needed	as needed	Required Module Assessment

**MSD of Pike Township Reading Curriculum Map - Grade 1**

<b>Module 7</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<b>Priority Standards</b>  <b>Bolded</b> standards are important grade level standards in this module.  <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	<b>1.RF.4.1 [113]</b> <b>1.RF.4.3 [118]</b> <b>1.RF.4.4 [123]</b>	<b>1.RV.2.1 [114]</b> 1.RV.2.2 [119] 1.RV.2.4 [124] <b>1.RV.3.1 [126]</b>	<b>1.RN.2.2 Central (Main) Idea [115]</b> 1.RN.2.3 [120] <b>1.RN.3.2 [125]</b> <b>1.RN.4.1 [127]</b> <b>1.RL.3.2 [128]</b>	<b>1.W.6.1.a [116]</b> <b>1.W.6.1.b [121]</b>	<b>1.W.3.3 [117]</b> <b>1.W.4 [122]</b>
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <u>Underlined</u> skills are important skills that are assessed on the module assessment.	<u>Use final -e patterns to read words.</u>  <u>Identify the sounds vowel teams and vowel digraphs make.</u>  <u>Recognize and read high-frequency sight words.</u>  <u>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</u>	<u>Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).</u>  Sort words into categories using synonyms and antonyms.  Recognize affixes, roots, and word endings.  Use affixes, roots, and word endings as clues to the meaning of an unknown word.  <u>Use context clues to understand the meaning of an unknown word.</u>	<u>Retell main ideas of a nonfiction text.</u>  Retell key details of a nonfiction text.  Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.  <u>Identify the support an author gives for their topic.</u>  <u>Identify the author's opinion about a text.</u>  <u>Identify how the structure in a nonfiction text shows order.</u>  <u>Identify the point of view of a text.</u>	<u>Write sentences with nouns.</u>  Capitalize nouns when appropriate.  <u>Write sentences using personal pronouns.</u>  <u>Write sentences using different verb tenses.</u>	Develop topics for stories or poems.  <u>Describe characters and their actions.</u>  Use words to signal event order.  Organize ideas into a beginning, middle, and end.  Apply the writing process.
<b>Topics</b>	High Frequency Words (HFW) Long Vowels: u & e (vCe) Soft g Long E: ee, ea Short E: ea Long A: ay, ai Contractions: 'm, 's, n't, 'll	Feelings and Beliefs Words Places and Things Words Suffix: -less	Ideas and Support Text Organization Point of View Setting Central (Main) Idea Content- Area Words	Future Tense Subject Pronouns Pronouns: I and me	Poem  <b>Prompt:</b> Write a poem about someone special.

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 7	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: animal, heads, keep, let's, point, something, voice, won't Phonics: long <i>u</i>, <i>e</i> (VCe), Soft <i>g</i> (<i>g</i>, <i>dge</i>) Spelling: long <i>u</i>, VCe pattern Fluency: intonation</p> <p><b>Lessons 6-10</b> HFW: below, far, hear, hold, old, only, open, round Phonics: long <i>e</i> (ea, ee), short <i>e</i> (ea) Spelling: long <i>e</i> patterns</p> <p><b>Lessons 11-15</b> HFW: air, different, drink, enough, neverm small, through, under Phonics: long <i>a</i> (ai, ay), contractions with 'm, 's, n't, 'll Spelling: long <i>a</i> Vowel Teams Fluency: accuracy, self correction</p>	<p><b>Lessons 1-5</b> break, deep, direction, divide, fiery, fluffy, landed, mission, nature, problem, spectacular, spindly  words about feelings, and beliefs shades of meaning</p> <p><b>Lessons 6-10</b> decided, dunes, edges, explore, ledges, lugged, noticed, preserve, rest, shrubs, spines, trace  suffix <i>-less</i></p> <p><b>Lessons 11-15</b> affect, coexist, fossils, fragile, hike, interesting, poisonous, popular, report, rim, tour  suffix <i>-less</i></p>	<p><b>Lessons 1-5</b> Opinion writing Informational text Fantasy Ideas and support Text organization Make inferences Point of view Research: gather information</p> <p><b>Lessons 6-10</b> Fiction Informational text Procedural text Setting Monitor &amp; clarify Central (Main) idea Summarize Text organization</p> <p><b>Lessons 11-15</b> Narrative nonfiction Informational text Song Central (Main) idea Synthesize Content-area words</p>	<p><b>Lessons 1-5</b> Future tense</p> <p><b>Lessons 6-10</b> Subject pronouns</p> <p><b>Lessons 11-15</b> Pronouns <i>I</i> and <i>me</i></p>	<p><b>Lessons 1-5</b> Focal Text: <i>Ask Me</i> by Bernard Waber Prewriting: finding a topic</p> <p><b>Lessons 6-10</b> Prewriting: developing a topic Drafting: elements of poetry, choosing the right words Revising: word choice, grouping</p> <p><b>Lessons 11-15</b> Revising: line breaks, white space Editing: reviewing for grammar, preparing to publish Publishing Sharing</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	March 1-5	Lessons 1-5	1.RF.2.3, 1.RF.3.3, 1.RF.3.5, 1.RF.4.2, 1.RF.4.3, 1.RF.5, 1.RV.2.2, 1.RL.1, 1.W.5.a [129]	<i>Storm Report</i> <i>Rainy, Sunny, Blowy, Snowy Sam and Dave Dig a Hole</i>	Weekly Assessment
<b>Week 2</b>	March 8-12	Lessons 6-10	1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RL.2.3, 1.RL.4.1, 1.RN.2.1, 1.RN.3.2, 1.SL.4.1, 1.W.1, 1.W.6.2.c [130]	<i>On Meadowview Street</i> <i>Deserts</i> <i>Handmade</i>	Weekly Assessment
<b>Week 3</b>	March 15-19	Lessons 11-15	1.RF.3.3, 1.RF.3.4, 1.RF.4.1, 1.RF.4.6, 1.RF.5, 1.RN.1, 1.RV.2.1, 1.RV.3.2, 1.SL.4.1, 1.W.2.1, 1.W.6.2.c [131]	<i>Do You Really Want to Visit a... Grand Canyon</i>	Weekly Assessment
<b>Week 4</b>	March 22-26	Remediation/Enrichment	as needed	as needed	Required Module Assessment



**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 8	Foundations	Vocabulary	Reading	Language	Writing
<p><b>Priority Standards</b></p> <p><b>Bolded</b> standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p><b>1.RF.4.1 [132]</b></p> <p><b>1.RF.4.2 [137]</b></p> <p><b>1.RF.4.3 [142]</b></p> <p><b>1.RF.4.4 [144]</b></p>	<p><b>1.RV.2.2 [133]</b></p> <p><b>1.RV.2.4 [138]</b></p>	<p><b>1.RN.2.2 Central Idea [134]</b></p> <p><b>1.RN.3.1 [139]</b></p> <p><b>1.RL.2.2 [143]</b></p> <p><b>1.RL.2.3 [145]</b></p> <p><b>[146]</b></p>	<p><b>1.W.6.1.a [135]</b></p> <p><b>1.RF.4.6 [140]</b></p>	<p><b>1.W.3.3 [136]</b></p> <p><b>1.W.4 [141]</b></p>
<p><b>Essential Skills: SWBAT (Students will be able to...)</b></p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Identify the sounds that vowel teams make.</p> <p>Identify the sounds that r-controlled vowels make.</p> <p><u>Read and write words using vowel teams and r-controlled vowels.</u></p> <p><u>Recognize and read high frequency words.</u></p> <p><u>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</u></p>	<p><u>Define and sort words into categories.</u></p> <p>Write sentences with verbs.</p> <p><u>Recognize affixes, roots, and word endings.</u></p> <p>Use affixes, roots, and word endings as clues to the meaning of an unknown word.</p>	<p><u>Identify the theme/central idea of fiction and nonfiction texts.</u></p> <p>Read and comprehend a drama text.</p> <p><u>Identify dialogue in a drama text and explain the importance.</u></p> <p><u>Identify a character's actions in a drama text.</u></p> <p><u>Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</u></p>	<p><u>Write sentences using possessive and indefinite pronouns.</u></p> <p><u>Identify the correct possessive and indefinite pronoun to complete a sentence.</u></p> <p><u>Identify the correct contraction when given the two word parts.</u></p>	<p>Develop topics for stories.</p> <p>Describe characters and their actions.</p> <p>Use words to signal event order.</p> <p>Organize ideas into a beginning, middle, and end.</p> <p>Apply the writing process.</p>
<p><b>Topics</b></p>	<p>High Frequency Words (HFW)</p> <p>Long o: oa, ow</p> <p>Long o and i: oe, ie</p> <p>Long i: igh, y</p> <p>Long i and o</p> <p>R-Controlled Vowel: ar</p> <p>Two-Syllable Words</p>	<p>Words About Actions and Directions</p> <p>Suffix: - ly</p> <p>Classify and Categorize</p>	<p>Text Features</p> <p>Theme</p> <p>Character</p> <p>Elements of Drama</p> <p>Setting</p> <p>Point of View</p> <p>Central (Main) Idea</p>	<p>Possessive Pronouns</p> <p>Indefinite Pronouns</p> <p>Contractions</p>	<p>Personal Narrative</p> <p><b>Prompt:</b> Write a story about the time when you tried something new to eat.</p>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 8	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: along, answer, children, going, mother, talk, upon, woman Phonics: long o (oa, ow), Long o, i (oe, ie) Spelling: long o Fluency: reading rate</p> <p><b>Lessons 6-10</b> HFW: bring, eyes, family, girl, move, soon, together, warm Phonics: long i, (igh, y), long i, o Spelling: long i patterns Fluency: expression</p> <p><b>Lessons 11-15</b> HFW: brown, few, funny, myself, new, once, thank, words Phonics: r-controlled vowel ar, two-syllable words Spelling: r-controlled vowel ar Fluency: phrasing</p>	<p><b>Lessons 1-5</b> anxious, bother, follow, gratefully, interrupt, involved, panted, pastime, relaxing, rush, supposed, warn  words about actions and directions classify &amp; categorize</p> <p><b>Lessons 6-10</b> autumn, boldly, chirped, gnaws, labor, nook, scamper, sly, sneaks, squeaks, storyteller, thumps  suffix -ly</p> <p><b>Lessons 11-15</b> beyond, chose, express, grand, lesson, nonsense, pretended, reply, tale, taught, wise  suffix -ly</p>	<p><b>Lessons 1-5</b> Informational text Folktale Fantasy Text features Theme Create mental images Characters Media literacy: digital texts and features</p> <p><b>Lessons 6-10</b> Fantasy Drama Fable Theme Make connections Elements of drama Make inferences Setting</p> <p><b>Lessons 11-15</b> Fantasy Informational text Video Point of view Synthesize Central (Main) idea Characters</p>	<p><b>Lessons 1-5</b> Possessive pronouns</p> <p><b>Lessons 6-10</b> Indefinite pronouns</p> <p><b>Lessons 11-15</b> Contractions</p>	<p><b>Lessons 1-5</b> Focal Text: <i>The Kissing Hand</i> by Audrey Penn Prewriting: finding &amp; developing a topic</p> <p><b>Lessons 6-10</b> Drafting: shaping the draft, elements of a narrative, writing a Dialogue, adding art Revising: grouping</p> <p><b>Lessons 11-15</b> Revising: using vivid verbs &amp; adjectives Editing: Clocking Publishing Sharing</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	April 5-9	Lessons 1-5	1.RF.3.4, 1.RF.3.5, 1.RF.5, 1.RL.1, 1. RL.4.1, 1.ML.2.1, 1.W.6.2c [147]	<i>Follow the Story Path</i> <i>Chicken Little</i> <i>Interrupting Chicken</i>	Weekly Assessment
<b>Week 2</b>	April 12-16	Lessons 6-10	1.RF.3.2, 1.RF.3.3, 1.RF.3.4, 1.RF.4.1, 1.RF.5, 1.RV.1, 1.RL.1, 1.RL.3.1, 1.RL.4.1, 1.RL.4.2, 1.W.1, 1.W.6.2.c [148]	<i>Reading Tree</i> <i>Little Red Riding Hood</i> <i>The Girl and the Ants</i>	Weekly Assessment
<b>Week 3</b>	April 19-23	Lessons 11-15	1.RF.3.2, 1.RF.3.3, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RL.4.1, 1.RN.1, 1.RN.2.3, 1. ML.1, 1.ML.2.1, 1.SL.2.5, 1.SL.4.2, 1.W. 6.2.c [149]	<i>My Name is Gabriela</i> <i>Thank You, Mr. Aesop</i>	Weekly Assessment
<b>Week 4</b>	April 26-30	Remediation/Enrichment	as needed	as needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

<b>Module 9</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<p><b><u>Priority Standards</u></b></p> <p><b>Bolded</b> standards are <b>important</b> grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>1.RF.4.1 [150]</p> <p><b>1.RF.4.2 [155]</b></p> <p><b>1.RF.4.4 [160]</b></p>	<p>1.W.6.1.a [151]</p> <p><b>1.RV.1.1 [156]</b></p> <p>1.RV.2.4 [161]</p>	<p><b>1.RV.3.1 [152]</b></p> <p><b>1.RL.2.3 [157]</b></p> <p><b>1.RN.2.3 [162]</b></p> <p>1.RN.3.2 [164]</p>	<p>1.W.6.1.e [153]</p> <p><b>1.W.6.2.b [158]</b></p> <p><b>1.W.6.2.c [163]</b></p> <p>1.RV.3.1 [165]</p>	<p><b>1.W.3.2 [154]</b></p> <p>1.W.4 [159]</p>
<p><b><u>Essential Skills: SWBAT</u></b> <b>(Students will be able to...)</b></p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Decode words using consonant blends and digraphs.</p> <p><u>Decode words using r-controlled vowels.</u></p> <p><u>Decode one-syllable words with major syllable patterns.</u></p> <p>Recognize and read high frequency words.</p> <p><u>Spell common irregularly-spelled words.</u></p> <p><u>Spell words with common spelling patterns.</u></p> <p>Spell unknown words based on the sounds I hear and what I know about spelling.</p>	<p><u>Identify the noun in a sentence.</u></p> <p>Capitalize nouns when appropriate.</p> <p>Recognize affixes, roots, and word endings.</p> <p><u>Use affixes, roots, and word endings as clues to the meaning of an unknown word.</u></p> <p>Use vocabulary from different sources (reading, conversation, etc.).</p>	<p><u>Identify words or phrases that suggest feelings or appeal to the senses.</u></p> <p><u>Identify and describe the main character(s), setting, problem/solution, and plot of a story.</u></p> <p><u>Identify how the structure in a nonfiction text shows order.</u></p> <p>Describe the connection between events in a nonfiction text.</p> <p>Describe the connection between ideas in a nonfiction text.</p>	<p><u>Use a period, question mark, and exclamation mark at the end of a sentence.</u></p> <p>Write an exclamatory sentence.</p> <p>Identify words or phrases that suggest feelings or appeal to the senses.</p>	<p>Write a topic sentence about a main idea.</p> <p><u>Organize details that go together in my writing.</u></p> <p>Write an ending sentence.</p>
<b>Topics</b>	<p>High Frequency Words (HFW)</p> <p>R- Controlled Vowels: or, ore</p> <p>R- Controlled Vowels: er, ir, or</p> <p>Two Syllable Words</p> <p>Final Blends: ng, nk</p> <p>Inflection: -ing</p> <p>Review inflections: -s, -es</p>	<p>Words About Places and Things</p> <p>Prefix: un-</p> <p>Reference Sources</p>	<p>Elements of Poetry</p> <p>Text Organization</p> <p>Story Structure</p> <p>Text Features</p> <p>Chronological Order</p>	<p>Exclamations</p> <p>Kinds of Sentences</p> <p>Adjectives: The Senses</p>	<p>Descriptive Essay</p> <p><b>Prompt:</b> Write an essay telling what you learned from doing a science experiment.</p>

**MSD of Pike Township Reading Curriculum Map - Grade 1**

Module 9	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5</b> HFW: almost, also, between, ever, food, really, sing, three Phonics: r-controlled vowels <i>or, ore</i>, two-syllable words Spelling: r-controlled vowels <i>or, ore</i> Fluency: intonation</p> <p><b>Lessons 6-10</b> HFW: boy, door, father, maybe, nearest, says, shouted, until Phonics: r-controlled vowels <i>er, ir, ur</i>, two-syllable words Spelling: r-controlled vowels <i>er, ir, ur</i> Fluency: accuracy, self-correction</p> <p><b>Lessons 11-15</b> HFW: above, blue, knew, number, push, sure, took, watch Phonics: final blends, inflections, -s, -es Fluency: reading rate</p>	<p><b>Lessons 1-5</b> bear, cradle, harvest, ingredients, nutrients, shade, soil, sow, sweet, terrific, wave, whispers  words about places and things reference sources</p> <p><b>Lessons 6-10</b> cook, corner, delicate, delicious, discoveries, dreary, expected, gear, pounding, smooth, stretched, sturdy  prefix <i>un-</i></p> <p><b>Lessons 11-15</b> energy, height, indigo, juicy, procedures, protect, ripe, scientist, syrup, weigh, wonder  generative vocab: prefix <i>un-</i></p>	<p><b>Lessons 1-5</b> Poetry Procedural text Elements of poetry Evaluate Text organization Media literacy: nonfiction forms</p> <p><b>Lessons 6-10</b> Fantasy Folktale Poetry Story structure Monitor &amp; clarify Elements of poetry Retell</p> <p><b>Lessons 11-15</b> Informational text Poetry Video Text features Ask &amp; answer questions Elements of poetry Chronological order</p>	<p><b>Lessons 1-5</b> Exclamations</p> <p><b>Lessons 6-10</b> Kinds of sentences</p> <p><b>Lessons 11-15</b> Adjectives: the senses</p>	<p><b>Lessons 1-5</b> Focal Text: <i>One Bean</i> by Anne Rockwell Prewriting: finding &amp; developing a topic</p> <p><b>Lessons 6-10</b> Drafting: elements of informational essay, choosing the right words, adding art Revising: transition words, grouping</p> <p><b>Lessons 11-15</b> Revising: adding detail, reviewing for grammar Editing: preparing to publish Publishing Sharing</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook  <b>Required:</b> Module Assessment	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	May 3-7	Lessons 1-5	1.ML.1, 1.ML.2.1, 1.RF.3.3, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.RF.2.4, 1.RN.1, 1.RN.2.2, 1.W.5.b, 1.W.6.1.a [166]	<i>Plant Pairs</i> <i>If I Were a Tree</i> <i>So You Want to Grow a Tree</i>	Weekly Assessment
<b>Week 2</b>	May 10-14	Lessons 6-10	1.RF.3.2, 1.RF.3.3, 1.RF.3.5, 1.RF.5, 1.RL.1, 1.RL.2.1, 1.RL.2.2, 1.RL.3.1, 1.RL.4.1, 1.RV.2.4, 1.W.1 [167]	<i>The Curious Garden</i> <i>Which Part Do We Eat?</i> <i>The Talking Vegetables</i>	Weekly Assessment
<b>Week 3</b>	May 17-21	Lessons 11-15	1.RF.3.2, 1.RF.4.6, 1.RF.5, 1.RL.1, 1.RL.2.1, 1.RL.3.1, 1.RV.1, 1.RV.3.1, 1.SL.4.1, 1.W.2.1, 1.W.4.b, 1.W.5.c [168]	<i>Amazing Plant Bodies</i> <i>Yum! MmMm! Querico</i>	Weekly Assessment
<b>Week 4</b>	May 24-25	Remediation/Enrichment	as needed	as needed	<b>Required Module Assessment</b>

English Language Arts: Grade 1

READING

*Guiding Principle:* Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

1.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
Print Concepts	
1.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
1.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.2.4	Learn and apply knowledge of alphabetical order.
Phonological Awareness	
1.RF.3.1	Produce rhyming words.
1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.
1.RF.3.3	Orally blend sounds in words.
1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words
1.RF.3.5	Segment the individual sounds in one-syllable words.
Phonics	
1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVCr, V, VV, VCe), independent of context.
1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said). Further guidance for support will be provided in the Literacy Framework.

1.RF.4.5	Read words in common word families (e.g., -at, -ate).
1.RF.4.6	Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). Further guidance for support will be provided in the Literacy Framework.
Fluency	

Reading: Literature

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

1.RL.1	With support, read and comprehend literature that is grade-level appropriate.
Key Ideas and Textual Support	
1.RL.2.1	Ask and answer questions about main idea and key details in a text.
1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. Further guidance for support will be provided in the Literacy Framework.
1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.
1.RL.2.4	Make and confirm predictions about what will happen next in a story.
Structural Elements and Organization	
1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
1.RL.3.2	Identify who is telling the story at various points in a text.

Synthesis and Connection of Ideas	
1.RL.4.1	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.4.2	Compare and contrast the adventures and experiences of characters in stories.

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

1.RN.1	With support, read and comprehend nonfiction that is grade-level appropriate.
Key Ideas and Textual Support	
1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.
1.RN.2.2	Retell main ideas and key details of a text.
1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Structural Elements and Organization	
1.RN.3.1	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
1.RN.3.3	Standard begins at second grade. 2.RN.3.3 Identify what the author wants to answer, explain, or describe in the text.
Structural Elements and Organization	

1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
--------	--

Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
1.RV.1	Use words, phrases, and strategies acquired through conversations, reading and <u>being read</u> to, and responding to literature and nonfiction texts to build and apply vocabulary.
Vocabulary Building	
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).
1.RV.2.3	<i>Standard begins at sixth grade.</i> <i>RV.2.3: Distinguish among the connotations of words with similar denotations</i>
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. <i>Further guidance for support will be provided in the Literacy Framework.</i>
1.RV.2.5	<i>Standard begins at second grade.</i> <i>RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</i>
Vocabulary in Literature and Nonfiction Texts	
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
1.RV.3.3	<i>Standard begins at third grade.</i> <i>RV.3.3: Recognize the meanings of idioms in context.</i>

## SPEAKING AND LISTENING

*Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
K.SL.1	Listen actively and communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
K.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.RN.4.1	Identify the reasons the author gives to support points in a text.
1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.
1.RN.4.3	<i>Standard begins at sixth grade.</i> <i>RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>

## WRITING

*Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
1.W.1	Write routinely over brief <u>time frames</u> and for a variety of purposes and audiences.
Handwriting	
1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
1.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.W.2.2 Write by moving from left to right and top to bottom.</i>
Writing Genres: Argumentative, Informative, and Narrative	
1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal <u>should be considered</u> .

1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
The Writing Process	
1.W.4	Apply the writing process to – <ul style="list-style-type: none"> <li>With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers</li> <li>Use available technology to produce and publish legible documents.</li> </ul>
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
1.W.5	With support, conduct simple research on a topic <ul style="list-style-type: none"> <li>Identify several sources of information and indicate the sources.</li> <li>Organize information, using graphic organizers or other aids.</li> <li>Make informal presentations on information gathered.</li> </ul>
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
1.W.6.1	Demonstrate command of English grammar and usage, focusing on: <p><b>1.W.6.1a Nouns/Pronouns</b> – Writing sentences that include common and proper nouns and personal pronouns.</p> <p><b>1.W.6.1b Verbs</b> – Writing sentences using verbs to convey a sense of past, present, and future.</p> <p><b>1.W.6.1c Adjectives/ Adverbs</b> – <i>Standard begins at second grade.</i> <i>2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs</i></p> <p><b>1.W.6.1d Prepositions</b> – <i>Standard begins at fourth grade.</i> <i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p><b>1.W.6.1e Usage</b> – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in</p>

	larger groups.
<b>K.SL.2.2</b>	Standard begins in third grade. <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
<b>K.SL.2.3</b>	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

## SPEAKING AND LISTENING

*Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

### Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### Learning Outcome

<b>1.SL.1</b>	Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.
---------------	---

#### Discussion and Collaboration

<b>1.SL.2.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
<b>1.SL.2.2</b>	<i>Standard begins in third grade.</i> <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
<b>1.SL.2.3</b>	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
<b>1.SL.2.4</b>	Ask questions to clarify information about topics and texts under discussion.

<b>1.SL.2.5</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
-----------------	--

#### Comprehension

<b>1.SL.3.1</b>	Ask and answer questions about what a speaker says to clarify something that <u>is not understood</u> .
<b>1.SL.3.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### Presentation of Knowledge and Ideas

<b>1.SL.4.1</b>	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
<b>1.SL.4.2</b>	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
<b>1.SL.4.3</b>	Give and follow three- and four-step directions.

	response to prompts.
	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
<b>1.W.6.2</b>	<p><b>1.W.6.2a Capitalization</b> – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p> <p><b>1.W.6.2 b Punctuation</b> –</p> <ul style="list-style-type: none"> <li>Correctly using a period, question mark, and exclamation mark at the end of a sentence.</li> <li>Using commas <u>in dates and to separate items in a series</u>.</li> </ul> <p><b>1.W.6.2 c Spelling</b> –</p> <ul style="list-style-type: none"> <li>Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>Correctly spelling words with common spelling patterns.</li> <li>Correctly spelling common <u>irregularly-spelled</u>, grade-appropriate high-frequency words.</li> </ul>

## MEDIA LITERACY

*Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

### Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### Learning Outcome

<b>1.ML.1</b>	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
---------------	--

### Media Literacy

<b>1.ML.2.1</b>	Demonstrate understanding of media by asking and answering appropriate questions about what <u>is read, heard, or viewed</u> .
<b>1.ML.2.2</b>	<i>Standard begins in fifth grade.</i> <i>ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i>











[1] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

[2] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[3] 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

[4] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[5] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[6] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

[7] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

[8] 1.RN.2.2: Retell main ideas and key details of a text.

[9] 1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

[10] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

[11] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[12] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[13] 1.RF.4.5: Read words in common word families (e.g., -at, -ate).

[14] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

[15] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

[16] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[17] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[18] 1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

[19] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

[20] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[21] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[22] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[23] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[24] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[25] 1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

[26] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

[27] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

[28] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

[29] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[30] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

[31] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

[32] 1.RN.4.1: Identify the reasons the author gives to support points in a text.

[33] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[34] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RN.2.2: Retell main ideas and key details of a text.

1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.

1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[35] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:

[36] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

[37] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

[38] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[39] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[40] "1.W.5: With support, conduct simple research on a topic.

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."

[41] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[42] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[43] 1.RL.3.2: Identify who is telling the story at various points in a text.

[44] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

[45] 1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[46] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[47] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[48] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents."

[49] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

[50] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and



effect relationship.

[51] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[52] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.5: Read words in common word families (e.g., -at, -ate).

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

"1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[53] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.RN.2.2: Retell main ideas and key details of a text.

1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

"1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

"1.W.5: With support, conduct simple research on a topic.

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."

[54] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

[55] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

[56] 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

[57] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[58] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[59] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[60] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

[61] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[62] 1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

[63] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for

format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

[64] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[65] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[66] 1.RL.3.2: Identify who is telling the story at various points in a text.

[67] 1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[68] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

[69] 1.RN.2.2: Retell main ideas and key details of a text.

[70] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

[71] 1.RN.4.1: Identify the reasons the author gives to support points in a text.

[72] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.4.3: Give and follow three- and four-step directions.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

"1.W.5: With support, conduct simple research on a topic.

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."

[73] 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

[74] 1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.3.2: Identify who is telling the story at various points in a text.

1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.

1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

"1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

"1.W.6.2b: Punctuation –

- Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series."

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[75] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

[76] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

[77] 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

[78] 1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

[79] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[80] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[81] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[82] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[83] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[84] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

[85] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

[86] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[87] 1.RN.2.2: Retell main ideas and key details of a text.

[88] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

[89] 1.RN.4.1: Identify the reasons the author gives to support points in a text.

[90] 1.RF.2.4: Learn and apply knowledge of alphabetical order.

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

[91] 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.

[92] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.



- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

1.RL.2.4: Make and confirm predictions about what will happen next in a story.

"1.W.4: Apply the writing process to –

· With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

[93] 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

[94] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

[95] 1.RN.4.1: Identify the reasons the author gives to support points in a text.

[96] 1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[97] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[98] 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.

[99] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[100] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

[101] 1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

[102] "1.W.4: Apply the writing process to –

· With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

[103] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[104] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

[105] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

[106] "1.W.6.2b: Punctuation –

- Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series."

[107] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[108] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[109] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

[110] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RF.2.4: Learn and apply knowledge of alphabetical order.

1.RL.2.4: Make and confirm predictions about what will happen next in a story.

1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[111] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RL.3.2: Identify who is telling the story at various points in a text.

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.2: Retell main ideas and key details of a text.

1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.

1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[112] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[113] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[114] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

[115] 1.RN.2.2: Retell main ideas and key details of a text.

[116] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[117] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[118] 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.

[119] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

[120] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[121] 1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

[122] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents."

[123] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[124] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[125] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

[126] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

[127] 1.RN.4.1: Identify the reasons the author gives to support points in a text

[128] 1.RL.3.2: Identify who is telling the story at various points in a text.

[129] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

"1.W.5: With support, conduct simple research on a topic.

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."

[130] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[131] 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[132] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[133] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

[134] 1.RN.2.2: Retell main ideas and key details of a text.

[135] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[136] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

[137] 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

[138] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[139] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

[140] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

[141] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents."

[142] 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.

[143] 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

[144] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[145] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[146] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[147] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[148] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.

1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.



"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[149] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

"1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[150] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

[151] 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[152] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

[153] 1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[154] 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

[155] 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

[156] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

[157] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

[158] "1.W.6.2b: Punctuation –

- Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series."

[159] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents."

[160] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

[161] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

[162] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[163] "1.W.6.2c: Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."

[164] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

[165] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

[166] 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RF.2.4: Learn and apply knowledge of alphabetical order.

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.2: Retell main ideas and key details of a text.

"1.W.5: With support, conduct simple research on a topic.

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."

1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

[167] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5: Segment the individual sounds in one-syllable words.

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

[168] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

"1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- Use available technology to publish legible documents."

"1.W.5: With support, conduct simple research on a topic.

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."