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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| [NC Standard Course of Study: 1st Grade ELA](https://www.dpi.nc.gov/documents/cfss/parents/understanding-ela-standard-course-study-grade-1) | [1st Grade ELA Unpacking](https://www.dpi.nc.gov/media/3985/open) | [1st Grade Learning Progressions](https://drive.google.com/file/d/1MbFd1tcwnyKqy3YurNYizSNzMa8Cnrjx/view?usp=sharing) | [Quick Reference Guide for NC Standard Course of Study](https://files.nc.gov/dpi/documents/publications/catalog/is184-quick-reference-guide-1st.pdf) (1st Grade) | [DIBELS 8th Edition Administration and Scoring Guide](https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2021-10/UO_Dibels8_Scoring_Guide_100121.pdf)  (includes information for grades K-3) | [Standards-Based Resources](https://ncdpi.instructure.com/courses/914/pages/standards-based-resources) |
| [Standards-Based Question Stems](https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view) | [Standards-Based Sentence Frames](https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view) | [Supporting Learners: Scaffolds by Strand](https://drive.google.com/file/d/1CqAccsMvpZSKaGp06G7U6B12Blgzaa4Y/view?usp=sharing) | [Reading Foundational Skills Continuum](https://drive.google.com/file/d/1X1evcLpex_loQg3j3RGcoQMDli00Uebn/view?usp=sharing) | [Text Selection Guide for Grades K-12](https://drive.google.com/file/d/19tt9uaIucLn92VOpc9sr-Ch21crNz9O_/view) | [K-12 Glossary](https://drive.google.com/file/d/1pTbP-2kxgrCk4oGHZu7NPgs9DcN0Ugav/view) |

**Other Resources:**

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| [ReadWorks](https://www.readworks.org/) | [Nearpod](https://nearpod.com/) | [Padlet](https://padlet.com/) | [Florida Center for Reading Research (FCRR)](https://fcrr.org/student-center-activities/kindergarten-and-first-grade) | [Quizlet](https://quizlet.com/) |
| [Kahoot](https://kahoot.com/schools-u/) | [Quizizz](https://quizizz.com/admin) | [Actively Learn](https://www.activelylearn.com/) | [Tools 4 Reading](https://www.tools4reading.com/) | [Mini Anchor Charts](https://www.madison-schools.com/cms/lib9/MS01001041/Centricity/Domain/3351/ReadingStrategiesMiniAnchorCharts-2.pdf) |
| [40 Ways to Read Like a Detective](https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards) | [Choice Boards](https://goopennc.oercommons.org/courseware/lesson/5878/overview) | [GetEpic](https://www.getepic.com/options?utm_source=google&utm_medium=cpc&campaignid=17366923422&adgroupid=144041407344&device=c&creative=601065422286&gclid=Cj0KCQjw5ZSWBhCVARIsALERCvy6xIT_SRtTAnSGfhv6E_ahktqAA_hPvwitGDi7uTatdxosqL-M3HcaArVDEALw_wcB) | [BetterLesson](https://teaching.betterlesson.com/browse/master_teachers/projects?_gl=1*yigzl6*_ga*Nzc2NDk5MzcyLjE2NTcxMzgyMTQ.*_ga_59EGWMTTME*MTY1NzEzODI2Mi4xLjAuMTY1NzEzODI2My4w) | [Anchor Chart Ideas](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) |
| [SplashLearn](https://www.splashlearn.com/?adCampaign=15699543002&adGroup=141675702368&targetid=kwd-842472836534&adTag=splashlearn&adID=649094694714&ipad_blocker_disabled=1&gclid=Cj0KCQjwsIejBhDOARIsANYqkD2rZ03qOTEEqhLVYYeZL3fBzIbMlX-PctMiPVa9Lz6pg8XVil3V3DAaAgK8EALw_wcB) | [Blooket](https://www.blooket.com/) | [Letrs-Appendix B Scope and Sequence Word Study](https://www.doe.mass.edu/massliteracy/letrs-scope-sequence.pdf) | [Writing Anchor Charts](https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/) | [West Virginia Phonics](https://drive.google.com/drive/folders/10C1d-Zn58kChACoJ1GdhYjC6o_idsYpH?usp=share_link) |
| [English Worksheet Land](https://www.englishworksheetsland.com/grade1/) | [First Grade Reading Literature Question Stems](https://www.scholastic.com/content/dam/teachers/blogs/meghan-everette/2017-2018/parent/ME-Parent-1ela.pdf) | [Phonics and Stuff](https://phonicsandstuff.com/) | [Big Learners](https://www.biglearners.com/) | [Education.com](https://www.education.com/common-core/first-grade/ela/?gclid=CjwKCAjwzo2mBhAUEiwAf7wjkh4NJqnqHTWjyf5TK0kYbfaj3Q91XabeJYT20fJqEi7pCi9AIaySXBoCMQAQAvD_BwE) |
| **Text Sets:** [Kentucky Text Sets](https://kentuckytextsets.weebly.com/) | | | | |

**School Year at a Glance:**

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| --- | --- | --- | --- | --- |
| **Domain/Cluster/Strand** | **Standards** | | | |
| **1st Nine Weeks** | **2nd Nine Weeks** | **3rd Nine Weeks** | **4th Nine Weeks** |
| **Reading for Informational Text** | RI1.1, RI1.2, RI1.3 | RI1.4, RI1.5, RI1.6 | RI1.7, RI1.8, RI1.9, RI1.10 | RI 1.2, RI 1.3, RI1.4, RI1.5, RI 1.6, RI 1.7, RI1.8, RI 1.9, RI1.10 |
| **Reading Literature Text** | RL1.1, RL1.2, RL1.3 | RL1.4, RL1.5, RL1.6 | RL 1.7, RL1.9, RL1.10 | RL 1.2, RL.1.3, RL 1.4, RL 1.5, RL1.6, RL 1.7, RL 1.9 RL 1.10 |
| **Reading Foundational Skills** | RF1.1,RF 1.1a, RF1.2, RF1.2c, RF1.2d | RF1.2b, RF1.3, RF1.3a, RF1.3b | RF1.2a, RF.1.3c, RF.1.3e  RF.1.3f | RF.1.3d, RF.1.3g, RF.1.4  RF.1.4a, [RF.1.4b](https://docs.google.com/document/d/1bwZV_H1FGdWruz0mk-eDHMdDgs_wuNHvOiPPHJV1dso/edit), RF.1.4c |
| **Language** | L.1.1.A, L.1.2.B  L.1.2.D, L.1.2.E, L.1.6 | L.1.1.B, L.1.1.C, L.1.1.D,  L.1.2.A, L.1.4.C, L.1.5.B, L.1.5.C, L.1.6 | L.1.1, L.1.1.E, L.1.2.C, L.1.4, L.1.4.A  L.1.4.B, L.1.5.D, L.1.6 | L.1.1.F, L.1.1.G, L.1.1.H  L.1.1.I, L.1.5, L.1.5.A, L.1.6 |
| **Writing** | W.1.3, W.1.5, W.1.6, W.1.8 | W.1.2, W.1.5, W.1.6, W.1.7  W.1.8 | W.1.3, W.1.5, W.1.6, W.1.8 | W.1.1, W1.5, W1.6, W1.7, W1.8 / Review (2 weeks for districts that have writing assessments) |
| **Speaking and Listening** | SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3,  SL.1.4, SL.1.5, SL.1.6 | SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3,  SL.1.4, SL.1.5, SL.1.6 | SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3,  SL.1.4, SL.1.5, SL.1.6 | SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3,  SL.1.4, SL.1.5, SL.1.6 |

***Unit/Module Pacing:***

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| --- | --- | --- | --- | --- | --- |
| **1st Nine Weeks ELA Standards** | | | | | |
| **Name of Unit/Module** | **Number**  **of Days** | **Pre-Requisites** | **Standards** | **Academic Vocabulary** | **Instructional Resources** |
| **Unit 1**  **Progression 1** | **5 days**  **(Week 1)** | **RL K.1**-With prompting and support, ask and answer questions about key details in a text. | **RL1.1**-Ask and answer questions about key details in a text. | Key Details  Text | * [**Ask and Answer Questions**](https://www.teacherspayteachers.com/Product/Asking-and-Answering-Questions-in-Autumn-FREEBIE-2760480?st=f788ff24db2a6d63914f838ad024978a) |
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| **RF.K.1**-Demonstrate understanding of the organization and basic features of print. | **RF1.1**-Demonstrate understanding of the organization and basic features of print. | Punctuation | * [**RF 1.1 Poem**](https://www.superteacherworksheets.com/phonics/short-a-catpoem_WQDNN.pdf) * [**RF 1.1 What is a start sentence activity?**](https://www.teacherspayteachers.com/FreeDownload/Star-Sentences-Assessing-First-Grade-CCSS-RF11-1333878) * [**Parts of Sentence**](https://www.englishworksheetsland.com/grade1/1sentencefeat.html) |
| **W.K.8**- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question | **W.1.8**- Recall information from experiences or gather information from provided sources to answer a question | Shared Research | * [**Writing About Past Experiences**](https://www.englishworksheetsland.com/grade1/7experience.html) * [**Research Project**](https://www.thecurriculumcorner.com/thecurriculumcorner456/wp-content/pdf/writing/research/researchwriting.pdf) |
| **SL.K.1**-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | **SL.1.1**-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | text  topic | * **Sentence Frames:** * **I participated in the conversation by…** * **I heard you say…** * **I think…** * **I do not understand**   **I did not understand when you said…** |
| **LK.1**-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. | **L.1.1** -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | grammar  proficiently/  proficient  usage | * [**Exclamation Marks**](https://www.englishworksheetsland.com/exclaimation.html) |
| **5 days**  **(Week 2)** | **RI K.1**-With prompting and support, ask and answer questions about key details in a text. | **RI 1.1**-Ask and answer questions about key details in a text. | Key Details  Text | * [**Ask and Answer Questions**](https://www.teacherspayteachers.com/Product/Asking-and-Answering-Questions-in-Autumn-FREEBIE-2760480?st=f788ff24db2a6d63914f838ad024978a) |
| **RF.K.1**-Demonstrate understanding of the organization and basic features of print. | **RF1.1**-Demonstrate understanding of the organization and basic features of print. | Punctuation | * [**RF 1.1 Poem**](https://www.superteacherworksheets.com/phonics/short-a-catpoem_WQDNN.pdf) * [**RF 1.1 What is a start sentence activity?**](https://www.teacherspayteachers.com/FreeDownload/Star-Sentences-Assessing-First-Grade-CCSS-RF11-1333878) * [**Parts of Sentence**](https://www.englishworksheetsland.com/grade1/1sentencefeat.html) |
| **W.K.8**- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question | **W.1.8**- Recall information from experiences or gather information from provided sources to answer a question | Shared Research | * [**Writing About Past Experiences**](https://www.englishworksheetsland.com/grade1/7experience.html) * [**Research Project**](https://www.thecurriculumcorner.com/thecurriculumcorner456/wp-content/pdf/writing/research/researchwriting.pdf) |
| **SL.K.1a**-. Follow agreed-upon rules for discussions. | **SL.1.1a** Follow agreed-upon rules for discussions. | text  topic | * **Sentence Frame** * **I participated in the conversation by…** * **Sentence Frames:** * **I participated in the conversation by…** * **I heard you say…** * **I think…** |
| **L.K.1.A** -Print many upper- and lowercase letters. | **L.1.1.A** -Print all upper- and lowercase letters. | Upper  lowercase | * [**Upper and Lowercase letters**](https://www.englishworksheetsland.com/kindergarten/1aprinting.html) * [**L.1.1.A Worksheets**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.1.a) |
| **Unit 1**  **Progression 2** | **5 days**  **(Week 3)** | **RLK.2**-With prompting and support, retell familiar stories, including key details | **RL 1.2**-Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Central Message  Key Details  Retell | * [**Mini Anchor Charts (Pages 5 & 6)**](https://www.madison-schools.com/cms/lib9/MS01001041/Centricity/Domain/3351/ReadingStrategiesMiniAnchorCharts-2.pdf) * [**Anchor Chart Ideas # 23 (The Retelling Hand)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) * [**Anchor Chart Ideas # 42 (**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/)**Stop and Jot**[**)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) * [**Retelling Quizizz**](https://quizizz.com/admin/quiz/5f78bcff676bef001b64d655/retelling-a-story?fromSearch=true&source=null) * [**Too Much Glue Retelling Quizizz**](https://quizizz.com/admin/quiz/60a684273dced0001c1cb5af/retelling-too-much-glue?fromSearch=true&source=null) * [**RL 1.2 Big Learners Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-literature/rl.1.2) * [**RL 1.2 Worksheets and Lesson Plans**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.2/) |
| **RF.K.1a.** Follow words from left to right, top to bottom, and page by page. | **RF1.1a**-Recognize and use capitalization and ending punctuation. | Capitalization  Punctuation | * [**Complete Sentence Anchor Chart**](https://www.teacherspayteachers.com/Product/FREE-Complete-Sentence-Anchor-Charts-and-Writing-Checklists-6606317?st=4714841075e3a9a846c7a064df249d84) * [**RF 1.1a Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) * [**Punctuation Anchor Chart**](https://www.teacherspayteachers.com/Product/Punctuation-Enlargeable-Classroom-Poster-Anchor-Chart-FREE-7089968?st=a2f2e954d5129f0fcd35e074aa3dba86) |
| **W.K.3**-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. | **W.1.3**-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | Closure  Event  Recount  Respond  Sequence  /Sequence of events  Strength  Temporal Transition words/phrases  Topic | * [**Narrative Writing**](https://www.englishworksheetsland.com/grade1/3narrative.html) |
| **SL.K.1b-**. Continue a conversation through multiple exchanges. | **SL.1.1b**-. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | text  topic | * [**SL 1.1b Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) |
| **L.K.1J-**N/A | **L.1.1.J**- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | Declarative  Interrogative  Imperative  Exclamatory | * [**Sentence Based Responses**](https://www.englishworksheetsland.com/grade1/9prompts.html) * [**Imperatives**](https://www.englishworksheetsland.com/imperatives.html) * [**Interrogative and Declarative Sentence**](https://www.englishworksheetsland.com/declarative.html) |
| **5 days**  **(Week 4)** | **RI K.2**-With prompting and support, identify the main topic and retell key details of a text. | **RI 1.2**-Identify the main topic and retell key details of a text. | Central Message  Key Details  Retell | * [**Mini Anchor Charts (Pages 5 & 6)**](https://www.madison-schools.com/cms/lib9/MS01001041/Centricity/Domain/3351/ReadingStrategiesMiniAnchorCharts-2.pdf) * [**Anchor Chart Ideas # 23 (The Retelling Hand)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) * [**Anchor Chart Ideas # 42 (**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/)**Stop and Jot**[**)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) |
|
| **RF.K.1a.** Follow words from left to right, top to bottom, and page by page. | **RF1.1a**-Recognize and use capitalization and ending punctuation. | Capitalization  Punctuation | * [**Complete Sentence Anchor Chart**](https://www.teacherspayteachers.com/Product/FREE-Complete-Sentence-Anchor-Charts-and-Writing-Checklists-6606317?st=4714841075e3a9a846c7a064df249d84) * [**RF 1.1a Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) * [**Punctuation Anchor Chart**](https://www.teacherspayteachers.com/Product/Punctuation-Enlargeable-Classroom-Poster-Anchor-Chart-FREE-7089968?st=a2f2e954d5129f0fcd35e074aa3dba86) |
| **W.K.3**-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. | **W.1.3**-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | Closure  Event  Recount  Respond  Sequence  /Sequence of events  Strength  Temporal Transition words/phrases  Topic | * [**Narrative Writing**](https://www.englishworksheetsland.com/grade1/3narrative.html) |
| **SLK1.c**-N/A | **SL.1.1c**-. Ask questions to clear up any confusion about the topics and texts under discussion. | Topic  text | * [**Activities and Lesson Plan Ideas**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.1.C/) |
| **LK.2**-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. | **L.1.2**- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | english  proficiently/  proficient  punctuation | * [**Spelling Worksheets**](https://www.englishworksheetsland.com/firstspelling.html) |
| **Unit 1**  **Progression 3** | **5 Days**  **(Week 5)** | **RLK.3**-With prompting and support, identify characters, settings, and major events in a story. | **RL 1.3**-Describe characters, settings, and major events in a story, using key details. | Describe, Description, Descriptive Details  Event  Key Details  Major Events  Setting | * [RL 1.3 Lesson 1](https://docs.google.com/document/d/13fj6opMCnIHugVG6zXrHx4mH0iGs5bN7AR9Hd53N_Nc/edit)[RL 1.3 Lesson 2](https://docs.google.com/document/d/1IAq4VJbT01NhmpgmVMaJ6ldv4Rf_4-7ViIR0igtZK4Q/edit) * [RL 1.3 Lesson 3](https://docs.google.com/document/d/1x-9Vk4Bj62r_c19WdAv9EN5q4pq6Ml5QYKfCq8V66GY/edit)**,** [RL 1.3 Lesson 4](https://docs.google.com/document/d/1f1Aacwq329r9zXL63U_0uIrPf2JWYiYwuk36ImXBp7s/edit) * [RL 1.3 Passage and Questions-1st Grade](https://docs.google.com/document/d/1aHfXEtdd2TOCbSlM7w4NroBwnFThaEf28zsLlh9jmws/edit) * [**RL 1.3 Quiz**](https://docs.google.com/forms/d/e/1FAIpQLSdb0XhcXgn8X7LJ4cmiPdwpXxLU9RduVMTrMp6CAm3wXy9kgA/viewform?usp=sf_link)**,** [**RL 1.3 Parts of a Story**](https://www.englishworksheetsland.com/grade1/3events.html) * [**RL 1.3 Beginning, Middle and End**](https://www.englishworksheetsland.com/beginmiddleend.html) |
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| **RF.K.2**-Print upper- and lowercase letters. | **RF.1.2**-Print upper- and lowercase letters. |  | * [**Upper/ Lower Case Letters Anchor Chart and Activity**](https://www.teacherspayteachers.com/Product/FREE-I-CAN-WRITE-LETTERS-Alphabet-Formation-Charts-Worksheets-4957958?st=d16727cdee52689681ecedbd9b16777b) |
| **W.K.6-.**With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | **W.1.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | Digital tools  publish | * [**Digital Publishing/Writing**](https://www.englishworksheetsland.com/grade1/5digpub.html) |
| **SL.K.2-**Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | **SL.1.2**-Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Key details  text | * [**Activities and Lesson Plan Ideas**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.2/) |
| **L.K.2.B**- Recognize and name end punctuation. | **L.1.2.B** Use end punctuation for sentences. | Punctuation | * [**End Punctuation of Sentences**](https://www.englishworksheetsland.com/grade1/11endpun.html) |
| **5 Days**  **(Week 6)** | **RI K.3**-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **RI 1.3**-Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe, Description, Descriptive Details  Event  Key Details  Major Events  Setting | * [RI 1.3 Lesson 1 and 2](https://docs.google.com/document/d/1L94fqwY9M4oMjEhospTwcZT31dFQryetkSW3N2tF3Ew/edit) * [RI 1.3 Lesson 3 & 4](https://docs.google.com/document/d/1NcT5VwDOugxUX-bl1dNSnsJ8p1TB0z-PZHZqaAPjjGk/edit) * [RI 1.3 Passages and Questions](https://docs.google.com/document/d/1C4y8ixuoWLXQax0PLqdThTCIkQS2HgBcTV2DDySLOCs/edit) * [**RI 1.3 Quiz**](https://docs.google.com/forms/d/1qAi9AvVFM9aZy-ZyOY_FCHOSeRkGaeQ1gcLqK-aMaOg/edit) **,** * **RI 1.3 Resources** * [**Connection Between Two Items In Text**](https://www.englishworksheetsland.com/grade1/3connection.html) * [Describing Characters- 1st Grade](https://docs.google.com/document/d/19gtGxUn5uF8pTKtDIuJDhjikpCZqBWoUeaaM32oplgU/edit) |
| **RF.K.2**-Print upper- and lowercase letters. | **RF.1.2**-Print upper- and lowercase letters. | Upper  lowercase | * [**Upper/ Lower Case Letters Anchor Chart and Activity**](https://www.teacherspayteachers.com/Product/FREE-I-CAN-WRITE-LETTERS-Alphabet-Formation-Charts-Worksheets-4957958?st=d16727cdee52689681ecedbd9b16777b) |
| **W.K.6-.**With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | **W.1.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | Digital tools  publish | * [**Digital Publishing/Writing**](https://www.englishworksheetsland.com/grade1/5digpub.html) |
| **SL.K.3**-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **SL.1.3**-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | Clarify  gather | * [**Lesson Plan Ideas**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.3/lesson-plans/) |
| **L.K.2.D** -Spell simple words phonetically, drawing on knowledge of sound-letter relationships | **L.1.2.D** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | conventional | * [**Patterned and Irregular Words**](https://www.englishworksheetsland.com/grade1/13spelling.html) * [**L.1.2D Game**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.2.D/) * [**Phonics and Stuff Spelling Activity**](https://phonicsandstuff.com/spelling) |
| **Unit 1**  **Culminating Review of Progressions 1 - 3** | **5 Days**  **(Week 7)** | **RI K.1**-With prompting and support, ask and answer questions about key details in a text.  **RL K.1**-With prompting and support, ask and answer questions about key details in a text. | **RI 1.1**-Ask and answer questions about key details in a text.  **RL1.1**-Ask and answer questions about key details in a text. | Key Details  Text | * [**Mini Anchor Charts (Pages 5 & 6)**](https://www.madison-schools.com/cms/lib9/MS01001041/Centricity/Domain/3351/ReadingStrategiesMiniAnchorCharts-2.pdf) * [**Anchor Chart Ideas # 23 (The Retelling Hand)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) * [**RI 1.2 Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) * [RI 1.3 Passages and Questions](https://docs.google.com/document/d/1C4y8ixuoWLXQax0PLqdThTCIkQS2HgBcTV2DDySLOCs/edit) * [**RI 1.3 Kahoot**](https://create.kahoot.it/share/ri-1-3/9ac74813-16ac-452a-aba3-a1b6de1c5827) * [RL 1.3 Passage and Questions-1st Grade](https://docs.google.com/document/d/1aHfXEtdd2TOCbSlM7w4NroBwnFThaEf28zsLlh9jmws/edit) |
| **RF.K.2c**-Blend and segment onsets and rimes of single syllables in spoken words. | **RF1.2c**-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | Phonemes | * [**Pronouncing Phonemes**](https://www.englishworksheetsland.com/grade1/5phonemes.html) |
| **W.K.5**-Participate in shared investigation of grade appropriate topics and writing projects. | **W.1.5**-Participate in shared research and writing projects. | Shared Research | * [**Peer Writing and Editing**](https://www.englishworksheetsland.com/grade1/4peers.html) * [**Writing Prompts**](https://www.englishworksheetsland.com/topics/prompts/1.html) |
| **SL.K.4**-Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.4**-Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Relevant Details | * [**SL 1.4 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.4/) |
| **L.K.2.E-**N/A | **L.1.2.E** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Spelling Conventions | * [**Phonemic Alliteration**](https://www.englishworksheetsland.com/phonemicalliteration.html) |
| **5 Days**  **(Week 8)** | **RI K.2**-With prompting and support, identify the main topic and retell key details of a text.  **RLK.2**-With prompting and support, retell familiar stories, including key details | **RI 1.2**-Identify the main topic and retell key details of a text.  **RL 1.2-**Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Central Message  Key Details  Retell | * [**RI 1.2 Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.2 Worksheets and Lesson Plans**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.2/) |
| **RF.K.2c**-Blend and segment onsets and rimes of single syllables in spoken words. | **RF1.2c**-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | Initial vowel  Medial vowel  Final sounds | * [**Pronouncing Phonemes**](https://www.englishworksheetsland.com/grade1/5phonemes.html) |
| **W.K.5**-Participate in shared investigation of grade appropriate topics and writing projects. | **W.1.5**-Participate in shared research and writing projects. | Shared Research | * [**Peer Writing and Editing**](https://www.englishworksheetsland.com/grade1/4peers.html) * [**Writing Prompts**](https://www.englishworksheetsland.com/topics/prompts/1.html) |
| **SL.K5**-Add drawings or other visual displays to descriptions as desired to provide additional detail. | **SL.1.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Drawings  visual | * [**SL 1.5 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.5/) |
| **L.K.2.E-**N/A | **L.1.2.E** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Spelling conventions | * [**Phonemic Alliteration**](https://www.englishworksheetsland.com/phonemicalliteration.html) |
| **5 Days**  **(Week 9)** | **RI K.3**-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **RLK.3**-With prompting and support, identify characters, settings, and major events in a story. | **RI 1.3**-Describe the connection between two individuals, events, ideas, or pieces of information in a text.  **RL 1.3-**Describe characters, settings, and major events in a story, using key details. | Describe, Description, Descriptive  Details  Event  Key Details  Major Events  Setting | * **Think-Pair-Share (Students Verbally answer questions with a partner)** * **4 Corners Activity (Students choose a question to answer from the questions they created)** |
| **RF.K.2d**-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) | **RF.1.2d**-Segment spoken single syllable words into their complete sequence of individual sounds (phonemes). | Phonemes  segment | * [**Counting Phonemes**](https://www.englishworksheetsland.com/grade1/6countphonemes.html) |
| **W.K.3**-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. | **W.1.3**-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | Closure  Event  Recount  Respond  Sequence  /Sequence of events  Strength  Temporal Transition words/phrases  Topic | * [**Narrative Writing**](https://www.englishworksheetsland.com/grade1/3narrative.html) |
| **SL.K6**- Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.6**-Produce complete sentences when appropriate to task and situation. | Produce  task | * [**SL 1.6 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.6/) |
| **LK.6**-Use words and phrases learned through conversations, reading and being read to, and responding to texts. | **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | Phrases  conversations | * [**Vocabulary Words**](https://www.englishworksheetsland.com/grade1/22vocab.html) * [**Spelling Strategies Anchor Charts**](https://www.tejedastots.com/shop/free-spelling-strategies-anchor-chart-pieces/) |
| **1st Nine Weeks Learning Targets** | | | | | |
| **Day #** | | **Daily Learning Target** | | **How will the daily learning target be assessed?** | |
| **Day 1-5**  **(Week 1)** | | **RL 1.1** I can ask questions about details in a literary text **(Day 1-2)**  **RL 1.1** I can answer questions about details in a literary text **(Day 3-4)**  **RL 1.1** I can ask and answer questions about key details in a text **(Day 5)** | | * 4 Corners Activity (Students create and answer questions with the question stems posted in the 4 corners**)** * Think-Pair-Share (Ask Questions using Question Stems)   + [First Grade Reading to Literature Question Stems](https://www.scholastic.com/content/dam/teachers/blogs/meghan-everette/2017-2018/parent/ME-Parent-1ela.pdf) | |
| **RF 1.1**-I can understand the organization and basic features of print. | | * The teacher provides a collection of subjects and actions to students. Students choose one of each and use them to create a sentence. Students independently write their sentences using correct capitalization and ending punctuation. * [***Daily Editing Practicing Sentences***](https://www.teacherspayteachers.com/Product/Daily-Editing-Practice-Sentences-FREE-Sample-9392023?st=f55dd961c1bf92b830322fd9666194fe)   ***Or***   * [***Sentence Writing Practice***](https://www.teacherspayteachers.com/Product/Sentence-Writing-Practice-Fix-it-Read-it-Write-it-FREE-Sample-4693406?st=f55dd961c1bf92b830322fd9666194fe) | |
| **W.1.8-**I can remember what was taught to answer a question. | | * The teacher reads a text and asks students to write and sentence about the ending of the text. | |
| **SL.1.1-**I can follow rules for discussions. | | * Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings. | |
| **L.1.1-**I can make telling and asking sentences. | | * Students work in pairs to orally generate sets of singular and plural nouns with matching verbs. Students continue to practice this skill by participating in skill-based performance activities such as matching cards, computer games, and composing basic sentences. | |
| **Day 6-10**  **(Week 2)** | | **RI 1.1** I can ask questions about details in informational text **(Day 6-7)**  **RI 1.1** I can answer questions about details in informational text **(Day 8-9)**  **RI 1.1** I can ask and answer questions about key details in a text **(Day 10)**  **`** | | * Think-Pair-Share (Ask Questions using Question Stems) * Create Questions(Ask Questions using Question Stems) * 4 Corners Activity (Students create questions with the question stems posted in the 4 corners) * Think-Pair-Share (Students Verbally answer questions with a partner) * 4 Corners Activity (Students choose a question to answer from the questions they created) | |
| **RF 1.1**-I can understand the organization and basic features of print. | | * The teacher writes a morning message each day with missing or incorrect punctuation and capitalization. Students find and correct the mistakes. * The teacher writes several sentences and cuts them into pieces. Students put the sentences back in order, paying close attention to capitalization and ending punctuation. * [***Daily Editing Practicing Sentences***](https://www.teacherspayteachers.com/Product/Daily-Editing-Practice-Sentences-FREE-Sample-9392023?st=f55dd961c1bf92b830322fd9666194fe) * [***Sentence Writing Practice***](https://www.teacherspayteachers.com/Product/Sentence-Writing-Practice-Fix-it-Read-it-Write-it-FREE-Sample-4693406?st=f55dd961c1bf92b830322fd9666194fe) | |
| **W.1.8-**I can remember what was taught to answer a question | | * Students identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts, to answer a given question provided by the teacher. | |
| **SL 1.1a-**I can follow rules for discussions | | * Students role play the rules and discuss why it is important to follow these during conversations | |
| **L.1.1a-**I can print all uppercase and lowercase letters | | * Teacher will provide students with the task of writing 2 - 3 sentences in writing journals of a given topic. As students complete the task, the teacher will observe students letter formation and legibility. | |
| **Day 11-15**  **(Week 3)** | | **RL 1.2-**I can retell a story, including important details **(Day 11-12)**  **RL 1.2-**I can explain the important message or lesson or a story **(Day 13-14)**  **RL 1.2-**I can retell stories, including key details, and demonstrate understanding of their central message or lesson **(Day 15)** | | * [**Beginning Middle End Story Map**](https://drive.google.com/file/d/1fFKwQsgjlNtcwIe-uSi_p4DPL46l30cG/view?usp=sharing) * Students retell using Five Finger Retell identifying the characters, setting, problem, main events, and solution/resolution. | |
| **RF 1.1A**- I can find and point to the first word, the beginning capital letter and the ending mark in a sentence. | | * [***Daily Editing Practicing Sentences***](https://www.teacherspayteachers.com/Product/Daily-Editing-Practice-Sentences-FREE-Sample-9392023?st=f55dd961c1bf92b830322fd9666194fe) * [***Sentence Writing Practice***](https://www.teacherspayteachers.com/Product/Sentence-Writing-Practice-Fix-it-Read-it-Write-it-FREE-Sample-4693406?st=f55dd961c1bf92b830322fd9666194fe) | |
| **W.1.3**-I can write to tell an organized story with details. | | * Students will be asked to write a story with details on how to make a peanut butter and jelly sandwich. | |
| **SL.1.1b-** I can be a part of conversations by listening to other people's comments and thinking about what to say. | | * Students work with the teacher to create rules for discussions. Students role play the rules and discuss why it is important to follow these during conversations. | |
| **L.1.1J-** I can use simple and compound sentences (statements, questions, commands and exclamations). | | * Students independently write their sentences using correct capitalization and ending punctuation. | |
| **Day 16-20**  **(Week 4)** | | **RI 1.2** I can identify the main topic of an informational text **(Day 16-17)**  **RI 1.2** I can retell details in an informational text **(Day 18-19)**  **RI 1.2** I can identify the main topic and retell the key details of a text **(Day 20)** | | * Students state the main topic of an informational text. * Students also state important details from the text. * Students read an appropriately leveled text in small groups. Using the book, students complete a [**main topic tree map**](https://drive.google.com/file/d/1rdjF3HayPu6BfD_bFk5KrJvdULTSKUBE/view?usp=sharing), noting the main topic at the top and followed by three to four important key details which help the reader understand the topic. | |
| **RF 1.1A**- I can find and point to the first word, the beginning capital letter and the ending mark in a sentence. | | * Students will be given a sentence and will be asked by the teacher to color the first word (red), underline the first capital letter (green), and color the ending mark (blue). | |
| **W.1.3-** I can write to tell an organized story with details. | | * Students will be asked to write a story with details on how to make a peanut butter and jelly sandwich. | |
| **SL.1.1c-** I can ask questions during conversations to help me understand what is being shared. | | * Students add to the discussion, maintaining the topic with appropriate comments. * Students ask questions to clarify any confusion. | |
| **L.1.2-** I can show that I know how to write sentences correctly. | | * Students will be asked to write a sentence of their choice, in the correct format. | |
| **Day 21-25**  **(Week 5)** | | **RL 1.3** I can describe the characters and setting in a story **(Day 21-22)**  **RL 1.3** I can describe the major events in a story using key details **(23-24)**  **RL 1.3** I can describe the characters, setting, and major events in a story using key details **(Day 25)** | | * Think-Pair-Share (Students Verbally answer questions with a partner) * 4 Corners Activity (Students choose a question to answer from the questions they created) | |
| **RF1.2**- I can show that I know how words and their parts go together. | | * Students write all uppercase,lowercase letters and words so they are easily readable. | |
| **W.1.6-**I can use a computer or tablet to publish my writing. | | * Students can use computers to type 1-2 sentences. | |
| **SL.1.2-** I can ask and answer questions about things I hear and see. | | * With a peer students can ask and answer questions about what they hear and see outside during recess. | |
| **L.1.2.B-**I can use the right punctuation at the ends of my sentences. | | * Teacher will read a sentence aloud and the student will be asked to identify the correct punctuation for the sentence. Students can identify by: writing the ending mark on a sheet of paper and turn it into the teacher or they can use a dry erase marker and write the ending mark on the desk and the teacher will walk around to check students' work. | |
| **Day 26-30**  **(Week 6)** | | **RI 1.3** I can describe how two people are connected in informational texts  **RL1.3** I can describe individuals, events, ideas, or pieces of information in a text | | * Think-Pair-Share (Students Verbally answer questions with a partner) * Think-Pair-Share (Ask Questions using Question Stems) * Create Questions(Ask Questions using Question Stems) * 4 Corners Activity (Students create questions with the question stems posted in the 4 corners) | |
| **RF1.2**- I can show that I know how words and their parts go together. | | * [**Read, Trace, Write, Draw Sentences**](https://www.teacherspayteachers.com/Product/Read-Trace-Write-Draw-Sentences-SAMPLER-FREEBIE-4325672?st=f3bae5745f00f17a212189da9b0cf3fe) | |
| **W.1.6-**I can use a computer or tablet to publish my writing. | | * Students can use computers to type 1-2 sentences. | |
| **SL.1.3-** I can ask and answer questions about what a speaker says to help me understand the person better. | | * Think-Pair-Share (Students Verbally answer questions with a partner) * Think-Pair-Share (Ask Questions using Question Stems) | |
| **L.1.2.D-** I can use sight words and spelling patterns to help me spell words correctly. | | * Students will be asked to write random words provided by the teacher on their whiteboards (CVC, CVCe, CCVC etc.) | |
| **Day 31-35**  **(Week 7)** | | **RL 1.1** I can ask and answer questions about key details in a text  **RI 1.1** I can ask and answer questions about key details in a text | | * Students discuss key details from the text using think, pair, and share. After a period of discussion, they share their thoughts as a group. Students create a story map, sequencing the events/facts learned in an illustrated fashion. * Students discuss and organize key details from the text using think, pair, share. After a period of discussion, they share their thoughts as a group. Students use organizers to map out key information from the text. | |
| **RF1.2c-** I can find and tell the beginning, middle and ending sounds in short words. | | * Provide students with dry erase boards and markers. Have students write the CVC words in which you provide. Teachers observe students pointing to the beginning, middle and ending sounds when asked. | |
| **W.1.5-** I can listen to others' ideas to help add details to my stories. | | * After reading a given text, pair students up in groups of twos. Have students retell the story and add their own ending of the text with the assistance of their peer. Teachers observe and provide assistance if needed. | |
| **SL.1.4-** I can use details when I tell about people, places and things to help others understand them better. | | * Students will tell their peers about something they did over the weekend, providing details. Teachers observe and provide assistance if needed. | |
| **L.1.2.E-** I can use what I know about letters and their sounds to spell new words correctly. | | * Provide students with dry erase boards and markers. Have students write words in which you ask them to write (random words CVC, CVCe etc.) | |
| **Day 36-40**  **(Week 8)** | | **RL 1.2-**I can retell stories, including key details, and demonstrate understanding of their central message or lesson  **RI 1.2** I can identify the main topic and retell the key details of a text | | * Students retell using Five Finger Retell identifying the characters, setting, problem, main events, and solution/resolution. * Students read an appropriately leveled text in small groups. Using the book, students complete a main topic tree map, noting the main topic at the top and followed by three to four important key details which help the reader understand the topic. | |
| **RF1.2c-**  I can find and tell the beginning, middle and ending sounds in short words. | | * Provide students with dry erase boards and markers. Have students write words in which you provide. Teachers observe students pointing to the beginning, middle and ending sounds when asked. | |
| **W.1.5-** I can listen to others' ideas to help add details to my stories. | | * After reading a given text, pair students up in groups of twos. Have students retell the story and add their own ending of the text with the assistance of their peers. Teachers observe and provide assistance if needed. | |
| **SL.1.5-** I can use drawings or other things like that to help others understand what I am talking about. | | * Students will be asked to provide an illustration about one of the previous events or (something they did over the summer), provide details and explain to peer. | |
| **L.1.2.E-** I can use what I know about letters and their sounds to spell new words correctly. | | * Students will be asked to write random words provided by the teacher on their whiteboards (CVC, CVCe, CCVC etc.) | |
| **Day 41-45**  **(Week 9)** | | **RL 1.3** I can describe the characters, setting, and major events in a story using key details  **RI 1.3** I can describe the connection between two individuals, events, ideas, or pieces of information in a text | | * Students complete B-M-E graphic organizers detailing major events from the beginning, middle, and end. The organizers include what the characters say, do, and think. Students specifically tell where and when a story takes place, noting changes throughout. Students identify the major events of the story. * Students create a chart tracking the cause and effect relationships between events, such as the connections between sunlight, water, and good soil for growing plants. | |
| **RF 1.2d-** I can break down short words and say each sound by itself. | | * [**CVC Worksheet**](https://worksheetdigital.com/product/cvc-words-5/) | |
| **W.1.3-** I can write to tell an organized story with details. | | * [**Interactive Writing Notebook**](https://www.teacherspayteachers.com/Product/Writing-Interactive-Notebook-for-First-Grade-Sample-2540009) | |
| **SL.1.6-** I can speak and share my ideas in complete sentences when I need to. | | * **While discussing a grade level topic with peers, students are using complete sentences. Teacher can observe and assist when needed.** | |
| **L.1.6-** I can use conjunctions. (and, but, or, so, because) | | * [**Daily Grammar Worksheets**](https://www.teacherspayteachers.com/Product/FREE-Daily-Grammar-Worksheets-First-Grade-Second-DIGITAL-Conjunctions-Nouns-8268359?st=65396aac4499f553c6982a65ee4a82ca) | |
| **2nd Nine Weeks ELA Standards** | | | | | |
| **Name of Unit/Module** | **Number**  **of Days** | **Pre-Requisites** | **Standards** | **Academic Vocabulary** | **Instructional Resources** |
| **Unit 2**  **Progression 1** | **5 Days**  **(Week 1)** | **RI.K.4**-With prompting and support, ask and answer questions about unknown words in a text and define the role of each in presenting the ideas or information in a text. | **RI 1.4**-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | phrase(s)  text | * [**RI 1.4 Activities**](https://www.teacherspayteachers.com/Product/5-FREE-Bacteria-Personal-Hygiene-Reading-Comprehension-Passages-and-Activities-2434604?st=312c085e168718ad1d894fe93b504786) |
| **RF.K.2b-**Count, pronounce, blend and segment syllables in spoken words | **RF.1.2b-**Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Syllable  Phonemes | * [**Consonant Blends**](http://www.keepkidsreading.net/docs/blendbuildaword4.pdf) |
| **W.K.2-**Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | **W.1.2-**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section | Informative  facts | [**Informative Writing**](https://www.englishworksheetsland.com/grade1/2inform.html) |
| **SL.K.1-**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | **SL.1.1-**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | Collaborative | * **Sentence Frames:**   + **I participated in the conversation by…**   + **I heard you say…**   + **I think…**   + **I do not understand…**   + **I did not understand when you said…** |
| **L.K.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **L.1.1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Conventions | * [**L.1.1 Resources**](https://www.englishworksheetsland.com/exclaimation.html) |
| **5 days**  **(Week 2)** | **RL.K.4**-Ask and answer questions about unknown words in a text | **RL 1.4**-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | phrase(s)  poem | * [**RL 1.4 Emotions Charts**](https://www.teacherspayteachers.com/Product/FREE-Feelings-Charts-for-Character-Analysis-and-Identifying-Emotions-2370313?st=b46db4aeb9c9c13b70f6a72b9cb81b3a) * [**RL 1.4 Graphic Organizer**](https://www.teacherspayteachers.com/Product/RL14-graphic-organizer-2064135?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.4 Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.4 Activity**](https://www.teacherspayteachers.com/Product/Reading-Comprehension-Passages-and-Questions-First-Grade-FREEBIE-4605979?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.4 Enemy Pie Activity**](https://www.teacherspayteachers.com/Product/Enemy-Pie-Read-Aloud-FREE-Reading-Activities-Pi-Day-Reading-Comprehension-3585891?st=b3f866e85469056d754d3ed72b463c4a) |
| **RF.K.2b**-Count, pronounce, blend and segment syllables in spoken words. | **RF.1.2b**-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Consonant blends | * [**Consonant Blends**](http://www.keepkidsreading.net/docs/blendbuildaword3.pdf) |
| **W.K.2-**[.](https://docs.google.com/document/d/15dlKu54CreZ83Z-LE540b7whDwg3MszMO2GcjfYqhr8/edit)Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic | **W.1.2-**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section | Informative  facts |  |
| **SL.K.1a**-. Follow agreed-upon rules for discussions. | **SL.1.1a**-Follow agreed-upon rules for discussions. | Collaboration  conversations | * [**SL.1.1a Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.1.A/) |
| **L.K.1.B**-Use frequently occurring nouns and verbs. | **L.1.1.B**-Use common, proper, and possessive nouns. | Common  Proper Nouns  Possessive Nouns | * [**Possessive Nouns**](https://www.learningyay.com/pdf/first-grade-english-worksheets/grammar/nouns/common-proper-possessive/possessive-nouns-worksheet.pdf) |
| **Unit 2**  **Progression 2** | **5 Days**  **(Week 3)** | **RI.K.5**-Identify the front cover, back cover, and title page of a book | **RI 1.5**-Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | text  text features | * [**RI 1.5 Text Feature Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RI.1.5/worksheets/) * [**RI 1.5 Text Feature Activities 2**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-informational-text/ri.1.5) |
| **RF.K.2b-**Count, pronounce, blend and segment syllables in spoken words | **RF.1.2b-**Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Phonemes | * [**RF 1.2b Consonant Blends Worksheets**](https://www.englishworksheetsland.com/consonantblends.html) |
| **W.K.2-**[.](https://docs.google.com/document/d/15dlKu54CreZ83Z-LE540b7whDwg3MszMO2GcjfYqhr8/edit)Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic | **W.1.2-**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section | Informative  concluding | * [**W 1.2 Resources**](https://www.englishworksheetsland.com/grade1/2inform.html) |
| **SL.K.1b-**Continue a conversation through multiple exchanges. | **SL.1.1b-**Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | Conservations | * **Students will exchange ideas while in small groups about a given topic.** |
| **L.K.1.C**-Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | **L.1.1.C-**Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | Singular Nouns  Plural Nouns | * [**L 1.1 C Matching Verbs and Nouns In Sentences Worksheets**](https://www.englishworksheetsland.com/grade1/2match.html) |
| **5 Days**  **(Week 4)** | **RL.K.5**- Recognize common types of texts (e.g., storybooks, poems) | **RL 1.5**-Explain major differences between books that tell stories and books that give information. | Illustration  text | * [**RL 1.5 Lesson Plans**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.5/lesson-plans/) * [**RL 1.5 Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-literature/rl.1.5) * [**RI 1.5/RL 1.5 Frogs Activity**](https://www.teacherspayteachers.com/Product/RL-15-RI-15-Comparing-Fiction-and-Nonfiction-Texts-and-Using-Text-Features-3487092?st=d55b7232f245eda23ae8e75112b29e41) * [**RL 1.5 Powerpoint Activity**](https://www.teacherspayteachers.com/Product/RL15-Interactive-PowerPoint-Lesson-Christmas-Themed-Fantasy-vs-Realistic-9180849?st=d55b7232f245eda23ae8e75112b29e41) * [**RL 1.5 Activities 2**](https://www.teacherspayteachers.com/Product/RL15-Interactive-PowerPoint-Lesson-Christmas-Themed-Fantasy-vs-Realistic-9180849?st=d55b7232f245eda23ae8e75112b29e41) |
| **RF.K.3**-Know and apply grade-level phonics and word analysis skills in decoding words. | **RF.1.3**-Know and apply grade-level phonics and word analysis skills in decoding words. | Phonics  Word analysis | * [**Short Vowel Emoji Activity**](https://literacystations.com/?download_file=17048&order=wc_order_8kLqM4RT9WREW&uid=290219df28c54c81117b6e05eb2b9e2c610a80d39fbec66c06284b9ed2576210&key=6f8171a2-1b45-4c36-b928-2e65036c9db4) |
| **W.K.5**-.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | **W.1.5**- With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed | Suggestions  Details | * [**W 1.5 Grade 1 Peer Writing and Editing Worksheets**](https://www.englishworksheetsland.com/grade1/4peers.html) |
| **SL.K.1c-N/A** | **SL.1.1c-**Ask questions to clear up any confusion about the topics and texts under discussion. | topic  text | * **Sentence Frames:**   + **I thought ... was confusing because…**   + **I learned that…**   + **I want to know…**   + **I wonder…** |
| **L.K.1.d-** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | **L.1.1.d**-Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | Personal  Possessive  indefinite pronouns | * [**L 1.1D Personal, Possessive, and Indefinite Pronoun Worksheets**](https://www.englishworksheetsland.com/grade1/3pronouns.html) |
| **Unit 2**  **Progression 3** | **5 Days**  **(Week 5)** | **RI.K.6**-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | **RI 1.6**-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | illustrations | * [**RI 1.6 Artic Animals Activity**](https://www.teacherspayteachers.com/Product/Arctic-Animals-Picture-Vs-Text-RI-16-5219253?st=70ab711efeb30a15ec00aabf0220648f) * [RI 1.6 Lesson 1](https://docs.google.com/document/d/1-BU3EYtDgQYBNDfhEJWywre5uGtoS-nEy6mxB2l-JeM/edit) * [RI 1.6 Lesson 2](https://docs.google.com/document/d/1rOEj1HtD4_U6RJRWRqh7hCb-G8AHy5qqBgIc1CkOOms/edit) * [RI 1.6 lesson 3](https://docs.google.com/document/d/1dmV1AO1drXaIX2YyzYAcNX2Q3A2uXd4sAhhuesGqCKU/edit) * [RI 1.6 Graphic Organizers.pdf](https://drive.google.com/file/d/1Rpay21L74MTQm3ze-anh3w034rr6Siwk/view?usp=drive_link) * [RI 1.6 Passages and Questions.pdf](https://drive.google.com/file/d/1K8uEvLMsHyYzMP6AkOXEE_nbl-bes0Mj/view?usp=drive_link) * [**RI 1.6 Quiz**](https://docs.google.com/forms/d/e/1FAIpQLSfb9UGKqo8j5xjRHF7-kPmVnd_kv4ALfptnuEzwrGq0ObvkYA/viewform?usp=sf_link) * [**RI 1.6 Information from Text Vs. Pictures**](https://www.englishworksheetsland.com/grade1/6textvimages.html) |
| **RF.K.3**-Know and apply grade-level phonics and word analysis skills in decoding words. | **RF.1.3**-Know and apply grade-level phonics and word analysis skills in decoding words. | Phonics  Word Analysis  Decoding words | * [**Short Vowel Emoji Activity**](https://literacystations.com/?download_file=17048&order=wc_order_8kLqM4RT9WREW&uid=290219df28c54c81117b6e05eb2b9e2c610a80d39fbec66c06284b9ed2576210&key=6f8171a2-1b45-4c36-b928-2e65036c9db4) |
| **W.K.5**-.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | **W.1.5**-With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed | Topic  details | * [**W 1.5 Grade 1 Peer Writing and Editing Worksheets**](https://www.englishworksheetsland.com/grade1/4peers.html) |
| **SL.K.2**-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | **SL.1.2**-Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Key details | * [**SL.1.2 Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.2/) |
| **L.K.2a** -Capitalize the first word in a sentence and the pronoun | **L.1.2a**- Capitalize dates and names of people. | capitalize | * [**L 1.2 A Capitalizing Dates and Names Worksheets**](https://www.englishworksheetsland.com/grade1/10caps.html) * [**L1.2A Variant Vowels Worksheets**](https://www.englishworksheetsland.com/variantvowels.html) |
| **5 Days**  **(Week 6)** | **RL.K.6**-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | **RL 1.6**-Identify who is telling the story at various points in a text. | text | * [RL 1.6 Lesson 1](https://docs.google.com/document/d/132KoE9VtgpABMV_Pps69SnvHC-HKsw_IzzhpKS87Txo/edit) * [RL 1 Lesson 2](https://docs.google.com/document/d/1iY2hqaMNaPRzWFLbgAYxD3Gq92lkRLg_EmRC1u-2anM/edit) * [RL 1.6 Lesson 3](https://docs.google.com/document/d/1sTGxy0e8NfrS2pXn8lBGf5Wxxg60zwY-v7R1tzZn7XU/edit) * [RL 1.6 Passages and Questions.pdf](https://drive.google.com/file/d/15hXAD-7Rbq5i7iDcDqNM5x4Oxfq9NsLa/view?usp=drive_link) * [RL 1.6 Graphic Organizers Copy.pdf](https://drive.google.com/file/d/1NuILqo0jhLA2MwWrpCrfWtS0KvOjCRHY/view?usp=drive_link) * [RL 1.6 Task Cards.pdf](https://drive.google.com/file/d/1CArcE7-pahLY3bIoPbjcIwwb5BMljy-4/view?usp=drive_link) * [**RL 1.6 Quiz**](https://docs.google.com/forms/d/e/1FAIpQLSfv4t8LltycYvqEOsrya5CZTfGePg0XFv7savLE3SjaxGimDw/viewform?usp=sf_link) * [**RL 1.6 Identifying The Narrator**](https://www.englishworksheetsland.com/grade1/6idauthor.html) * [**RL 1.6 Video Lesson**](https://www.teacherspayteachers.com/Product/RL-16-Identify-Who-is-Telling-the-Story-Video-Lesson-3063039?st=01a5c5f5f8400158c7bf1327856c1917) |
| **RF.K.3a**-Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. | **RF.1.3a**-Know the spelling-sound correspondences from common consonant digraphs. | Consonant  digraphs | * [**RF 1.3A Diagraph Worksheets**](https://www.englishworksheetsland.com/diagraph.html) |
| **W.K.6**-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | **W.1.6**-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | Digital tools  Publish  collaboration | * [**W 1.6 Digital Publishing / Writing Worksheets**](https://www.englishworksheetsland.com/grade1/5digpub.html) |
| **SL.K.3**-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **SL.1.3**-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | clarify | * **After reading students a text, have students find the cause and effect and to create their own cause and effect to the story.** |
| **L.K.4c-N/A** | **L.1.4c**-Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | Root words | * **L 1.4 C Resources**   + [**identifying Roots and Inflectional Forms**](https://www.englishworksheetsland.com/grade1/17rootinflect.html) |
| **Unit 2**  **Culminating Review of Progressions 1-3** | **5 Days**  **(Week 7)** | **RI.K.4**-With prompting and support, ask and answer questions about unknown words in a text and define the role of each in presenting the ideas or information in a text.  **RL.K.4**-Ask and answer questions about unknown words in a text | **RI 1.4**-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **RL 1.4**-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | phrase(s)  text  Poem | * **RI 1.4 Resources**    + [**Questions to Clarify Words or Phrases**](https://www.englishworksheetsland.com/grade1/4meaningtext.html) * **RL 1.4 Resources**   + [**Feeling and Emotions Words in Stories or poems**](https://www.englishworksheetsland.com/grade1/4feelings.html) |
| **RF.K.3a**-Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. | **RF.1.3a**-Know the spelling-sound correspondences from common consonant digraphs. | Consonant  digraphs | * [**Consonant Diagraph Activity**](https://www.myteachingstation.com/beginning-digraph-picture-match) |
| **W.K.6**-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | **W.1.6**-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | Digital tools  publish | * **W.1.6 Resources**   + [**Digital Publishing/Writing**](https://www.englishworksheetsland.com/grade1/5digpub.html) |
| **SL.K.4**-Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.4**-Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | describe | * **Students will be able to create sentences about a recent event in which they have experience(ex. Going to the park, going to the beach, going to the store, playing outside etc.)** |
| **L.K.5b**- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | **L.1.5b**-Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | Define  Category  attributes | * **Students will look through animal books and define words with 1 or more attributes (ex. a flamingo is a bird that does not fly etc.)** |
| **5 Days**  **(Week 8)** | **RI.K.5**-Identify the front cover, back cover, and title page of a book  **RL.K.5**- Recognize common types of texts (e.g., storybooks, poems) | **RI 1.5**-Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  **RL 1.5**-Explain major differences between books that tell stories and books that give information. | text features | * **RI 1.5 Resources**   + [**Locating Key Features**](https://www.englishworksheetsland.com/grade1/5features.html) * **RL 1.5 Resources**   + [**The Difference Between Stories and Informational Texts**](https://www.englishworksheetsland.com/grade1/5informationstory.html) |
| **RF.K.3b**-Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | **RF.1.3b**-Decode regularly spelled one syllable words. | Decode | * [**RF.1.3b Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.3.B/) |
| **W.K.7**-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them | **W.1.7**-Participate in shared research and writing projects | Shared research | * **W 1.7 Resources**   + [**How to Writing**](https://www.englishworksheetsland.com/grade1/6howto.html) |
| **SL.K.5**-Add drawings or other visual displays to descriptions as desired to provide additional detail. | **SL.1.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Drawings  Visual displays | * [**SL.1.5 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.5/) |
| **L.K.5c**- Identify real-life connections between words and their use (e.g., note places at school that are colorful). | **L.1.5c**-Identify real-life connections between words and their use (e.g., note places at home that are cozy). | connections | * [**L.1.5c Activity**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.5.C/) |
| **5 Days**  **(Week 9)** | **RI.K.6**-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **RL.K.6**-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | **RI 1.6**-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  **RL 1.6**-Identify who is telling the story at various points in a text. | Distinguish  Illustrations  text | * [RI 1.6 Passages and Questions.pdf](https://drive.google.com/file/d/1K8uEvLMsHyYzMP6AkOXEE_nbl-bes0Mj/view?usp=drive_link) * [RI 1.6 Graphic Organizers.pdf](https://drive.google.com/file/d/1Rpay21L74MTQm3ze-anh3w034rr6Siwk/view?usp=drive_link) * [RL 1.6 Passages and Questions.pdf](https://drive.google.com/file/d/15hXAD-7Rbq5i7iDcDqNM5x4Oxfq9NsLa/view?usp=drive_link) * [RL 1.6 Graphic Organizers Copy.pdf](https://drive.google.com/file/d/1NuILqo0jhLA2MwWrpCrfWtS0KvOjCRHY/view?usp=drive_link) |
| **RF.K.3b**-Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | **RF.1.3b**-Decode regularly spelled one syllable words. | Decode | * [**RF.1.3b Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.3.B/) |
| **W.K.8-**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W.1.8**-Recall information from experiences or gather information from provided sources to answer a question . | Recall  experiences | * **W 1.8 Resources**   + [**Writing About Past Experiences**](https://www.englishworksheetsland.com/grade1/7experience.html) |
| **SL.K.6**- Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.6**-Produce complete sentences when appropriate to task and situation. | Produce | * [**SL.1.6 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.6/) |
| **L.K.6**-Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  .L.K. | **L.1.6**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | Phrase  conversations | * [**Conjunction "because" Activity**](https://www.teacherspayteachers.com/Product/Conjunction-Sentences-But-Because-When-So-And-5464228?st=042394e7c1ae3fed0bc7dfbd74471d67) * [**Conjunction Anchor Chart**](https://www.teacherspayteachers.com/Product/Conjunctions-Anchor-Chart-FANBOYS-6662224?st=042394e7c1ae3fed0bc7dfbd74471d67) * [**Conjunctions Sentence Completion Cards**](https://www.teacherspayteachers.com/Product/But-Because-So-CONJUNCTION-Sentence-Completion-Cards-FREEBIE-5624825?st=042394e7c1ae3fed0bc7dfbd74471d67) |
| **3rd Nine Weeks ELA Standards** | | | | | |
| **Name of Unit/Module** | **Number**  **of Days** | **Pre-Requisites** | **Standards** | **Academic Vocabulary** | **Instructional Resources** |
| **Unit 3**  **Progression 1** | **5 Days**  **(Week 1)** | **RL K.7**-With prompting and support, describe how the words and illustrations work together to tell a story. | **RL 1.7**-Use illustrations and details in a story to describe its characters, setting, or events | describe  event  illustration  setting | * **RL 1.7 Resources**   + [**Using Illustrations and Details to Describe Stories**](https://www.englishworksheetsland.com/grade1/7detailsexplain.html)   + [**Problem and Solutio**](https://www.englishworksheetsland.com/grade1/probsol.html)**n** |
| **RF K.2a-**Recognize and produce rhyming words. | **RF 1.2a**-Distinguish long from short vowel sounds in spoken single syllable words.. | Long vowel  Short vowel | * [**Long and Short Vowel Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.2.A/) |
| **W K.3**-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened | **W.1.3**-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | Closure  Event  Recount  Respond  sequence/  sequence of events  Strengthen  Temporal transitional words | * [**Anchor Charts (Retelling page 7)**](https://www.teacherspayteachers.com/Product/ELA-Anchor-Charts-for-Early-Elementary-K-2-8363294?st=6d87913d20a98c39bb48f8f4709495b4) * [**Narrative Writing**](https://docs.google.com/document/d/1cnHzpHMqzdzINL-_ZPe7ZokawNZGMJ1Unw_wt-w6RiQ/edit?usp=sharing) * [**CCSS.ELA-LITERACY.W.1.3 : First Grade English Language Arts Worksheets**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.3) |
| **SL K.1**-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | **SL.1.1**-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | Text  Topic |  |
| **L K.1**-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. | **L.1.1**-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. | Conventions of spoken and written standard English  Grammar  proficient/  Proficiently  Usage |  |
| **5 Days**  **(Week 2)** | **RI.K.7**-With prompting and support, describe how the words and illustrations work together to provide information. | **RI 1.7**-Use the illustrations and details in a text to describe its key ideas | describe  illustration  key details  text | * **RI 1.7 Resources**   + [**Using Illustrations and Details For Key Ideas**](https://www.englishworksheetsland.com/grade1/7using.html) |
| **RF K.2a-**Recognize and produce rhyming words. | **RF 1.2a**-Distinguish long from short vowel sounds in spoken single syllable words.. | Long vowel  Short vowel | * [**Long and Short Vowel Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.2.A/) |
| **W K.3**-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened | **W.1.3**-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | Closure  Event  Recount  Respond  sequence/  sequence of events  Strengthen  Temporal transitional words | * [**Anchor Charts (Retelling page 7)**](https://www.teacherspayteachers.com/Product/ELA-Anchor-Charts-for-Early-Elementary-K-2-8363294?st=6d87913d20a98c39bb48f8f4709495b4) * [**Narrative Writing**](https://docs.google.com/document/d/1cnHzpHMqzdzINL-_ZPe7ZokawNZGMJ1Unw_wt-w6RiQ/edit?usp=sharing) * [**CCSS.ELA-LITERACY.W.1.3 : First Grade English Language Arts Worksheets**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.3) |
| **SL K.1a**-Follow agreed-upon rules for discussions. | **SL.1.1a**- Follow agreed-upon rules for discussions. | rules | * [**SL 1.1a Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.1.A/) |
| **L K.1E**-Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). | **L.1.1.E**-Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | verbs | * [**Past, Present, and Future Verbs**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.1.E/) |
| **Unit 3**  **Progression 2** | **5 Days**  **(Week 3)** | **RI K.8**-Begins at Grade 1 | **RI 1.8**-With guidance and support, identify the reasons an author gives to support ideas in a text. | reasons/  reasoning | * **RI 1.8 Resources**   + [**Supporting Points Of Text**](https://www.englishworksheetsland.com/grade1/8support.html)   + [**RI.1.8 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-informational-text/ri.1.8) |
| **RF.K.3c**-Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does). | **RF.1.3c-**Know final -e and common vowel team conventions for representing long vowel sounds. | Conventions | * [**RF.1.3c Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.3.C/) * [**West Virginia Phonics (Skill 6-Predictable Vowel Teams)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 7-Vowel Team Multiple Sounds)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 8-R Controlled Vowels)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 9- Complex Consonants Diagraphs)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 10-Multi-Syllabic Words)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) |
| **W K.6-**-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W 1.6**-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Experiences  Sources | * [**W.1.6 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.6) |
| **SL K.1b**-Continue a conversation through multiple exchanges. | **SL.1.1b**-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | Conversations | * [**SL.1.1b Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.1.B/) |
| **L K.2.C**-Write a letter or letters for most consonant and short-vowel sounds (phonemes).  .L. | **L.1.2.C**--Use commas in dates and to separate single words in a series. | Commas | * [**L.1.2c Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.2.C/) |
| **Unit 3**  **Progression 3** | **5 Days**  **(Week 4)** | **RL K.9**-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | **RL 1.9-**Compare and contrast the adventures and experiences of characters in stories. | compare | * **RL 1.9 Resources**   + [**Compare and Contrast Characters**](https://www.englishworksheetsland.com/grade1/9compare.html) |
| **RF.K.3c**-Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, care, do, does). | **RF.1.3c-**Know final -e and common vowel team conventions for representing long vowel sounds. | Conventions | * [**RF.1.3c Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.3.C/) * [**West Virginia Phonics (Skill 6-Predictable Vowel Teams)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 7-Vowel Team Multiple Sounds)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 8-R Controlled Vowels)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 9- Complex Consonants Diagraphs)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) * [**West Virginia Phonics (Skill 10-Multi-Syllabic Words)**](https://www.teacherspayteachers.com/Product/West-Virginia-Phonics-Lessons-9457947?st=9263eca5105e8d0acb46c0acb0b6b820) |
| **W K.6-**-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W 1.6**-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Experiences  Sources | * [**W.1.6 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.6) |
| **SL.K.1c-N/A** | **SL.1.1c-**Ask questions to clear up any confusion about the topics and texts under discussion. | Topics  Text | * **Sentence Frames:**   + **I thought ... was confusing because…**   + **I learned that…**   + **I want to know…**   + **I wonder…** |
| **L K.4**-Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships. | **L.1.4**-Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. | Phrase  Context Clues  Multiple Meaning | * [**Multiple Meaning Words**](https://www.k5learning.com/vocabulary-worksheets/first-grade-1/multiple-meaning-words) |
| **5 Days**  **(Week 5)** | **RI K.9**-With prompting and support, identify basic similarities in and differences between two texts on the same topic. | **RI 1.9**-Identify basic similarities in and differences between two texts on the same topic. | text  topic | * **RI 1.9 Resources**   + [**Similarities And Differences Between Texts**](https://www.englishworksheetsland.com/grade1/9simdiff.html) |
| **RF K.3e**- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **RF 1.3e**-Decode two-syllable words following basic patterns by breaking the words into syllables. | Syllables | * [**RF 1.3e Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.3.E/) |
| **W.K.8**[.](https://docs.google.com/document/d/15dlKu54CreZ83Z-LE540b7whDwg3MszMO2GcjfYqhr8/edit)-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question | **W.1.8**- Recall information from experiences or gather information from provided sources to answer a question | Recall  Experiences | * [**W.1.8 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.8) |
| **SL.K.2**-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | **SL.1.2**-Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Key details | * [**SL.1.2 Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.2/) |
| **L.K.4.a**- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). | **L 1.4a-**Use sentence-level context as a clue to the meaning of a word or phrase. | Context  Phrase | * [**L 1.4 a Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.4.a) |
| **Unit 3**  **Culminating Review of Progressions 1-3** | **5 Days**  **(Week 6)** | **RL.K.10**-Actively engage in group activities with purpose and understanding | **RL.1.10-**With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Prose  poetry | * [**RL 1.10 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.10/) |
| **RF K.3e**- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **RF 1.3e**-Decode two-syllable words following basic patterns by breaking the words into syllables. | Syllables | * [**RF 1.3e Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.3.E/) |
| **W.K.8**[.](https://docs.google.com/document/d/15dlKu54CreZ83Z-LE540b7whDwg3MszMO2GcjfYqhr8/edit)-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W.1.8**- Recall information from experiences or gather information from provided sources to answer a question | Recall  Experiences | * [**W.1.8 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.8) |
| **SL K.3**-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **SL.1.3**-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood | Ask  Answer  Clarify | * [**SL 1.3 Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.3/lesson-plans/) |
| **L.K.4.b**-Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. | **L.1.4.b**-Use frequently occurring affixes as a clue to the meaning of a word. | affixes | * [**Prefixes and Suffixes**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.4.b) |
| **5 Days**  **(Week 7)** | **RI.K.10**-Actively engage in group reading activities with purpose and understanding. | **RI.1.10-**With prompting and support, read informational texts appropriately complex for grade 1 | Informational text | * [**RI 1.10 Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RI.1.10/) |
|
| **W K.3**-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened | **W.1.3**-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | Closure  Event  Recount  Respond  sequence/  sequence of events  Strengthen  Temporal transitional words | * [**Anchor Charts (Retelling page 7)**](https://www.teacherspayteachers.com/Product/ELA-Anchor-Charts-for-Early-Elementary-K-2-8363294?st=6d87913d20a98c39bb48f8f4709495b4) * [**Narrative Writing**](https://docs.google.com/document/d/1cnHzpHMqzdzINL-_ZPe7ZokawNZGMJ1Unw_wt-w6RiQ/edit?usp=sharing) * [**CCSS.ELA-LITERACY.W.1.3 : First Grade English Language Arts Worksheets**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.3) |
| **SL K.4**-Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.4-**Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Expressing Ideas |  |
| **L K.5**-With guidance and support from adults, explore nuances in word meanings. | **L.1.5**-With guidance and support from adults, demonstrate understanding of nuances in word meanings. | Nuances | * [**L.1.5 Antonym Fill in the Blank**](https://www.teacherspayteachers.com/Product/Antonym-Fill-in-the-Blank-1791112?st=da5bf2aee9b36524d34bdb5cabf4a498) * [**Winter L.1.5 Activities**](https://www.teacherspayteachers.com/Product/Common-Core-First-Grade-Sentence-Activity-983876?st=da5bf2aee9b36524d34bdb5cabf4a498) |
| **5 Days**  **(Week 8)** | **RL K.7**-With prompting and support, describe how the words and illustrations work together to tell a story. | **RL 1.7**-Use illustrations and details in a story to describe its characters, setting, or events | describe  event  illustration  setting | * **RL 1.7 Resources**   + [**Using Illustrations and Details to Describe Stories**](https://www.englishworksheetsland.com/grade1/7detailsexplain.html)   + [**Problem and Solution**](https://www.englishworksheetsland.com/grade1/probsol.html) |
| **RF.K.3f-N/A** | **RF.1.3f-**Read words with inflectional endings. | Inflectional Endings | * [**Inflectional Endings Activity**](https://www.teacherspayteachers.com/Product/First-Grade-inflectional-endings-Phonics-Worksheet-4118151) |
| **W K.5**-Participate in shared investigation of grade appropriate topics and writing projects. | **W.1.5**-Participate in shared research and writing projects. | Shared research | * [**W.1.5 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.5) |
| **SL K.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | **SL.1.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Clarify Ideas  Descriptions |  |
| **L.K.5.d**-Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | **L.1.5.d**-With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. | Demonstrate  Nuances | * [**L.1.5.D Shades of Meaning Using Adjectives**](https://www.teacherspayteachers.com/Product/Shades-of-Meaning-using-Adjectives-6799837?st=14d6fb34f5c019c6571e8d66bed236ec) * [**L.1.5 D Worksheets**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.5.D/worksheets/) |
| **5 Days**  **(Week 9)** | **RI.K.8**-With prompting and support, identify the reasons an author gives to support points in a text. | **RI 1.8**-With guidance and support, identify the reasons an author gives to support ideas in a text. | reasons/  reasoning | * **RI 1.8 Resources**   + [**Supporting Points Of Text**](https://www.englishworksheetsland.com/grade1/8support.html)   + [**RI.1.8 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-informational-text/ri.1.8) |
| **RF K.2a-**Recognize and produce rhyming words. | **RF 1.2a**-Distinguish long from short vowel sounds in spoken single syllable words.. | Long vowel  Short vowel | * [**Long and Short Vowel Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.2.A/) |
| **W K.5**-Participate in shared investigation of grade appropriate topics and writing projects. | **W.1.5**-Participate in shared research and writing projects. | Shared research | * [**W.1.5 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/writing/w.1.5) |
| **SL K.6**-Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.6**-Produce complete sentences when appropriate to task and situation. | Appropriate  Situation | * [**Paperclip Sentence Conjunctions**](https://www.teacherspayteachers.com/Product/Paperclip-Conjunction-Cards-l-Grammar-l-English-l-Grades-K-3-7266979?st=4368fe50692bc893eb5ca488f05424b2) * [**Conjunctions Train Worksheet**](https://www.teacherspayteachers.com/Product/Conjunctions-FREEBIE-First-and-second-grade-grammar-compound-sentences-6926002?st=4368fe50692bc893eb5ca488f05424b2) |
| **L.K.6**-Use words and phrases learned through conversations, reading and being read to, and responding to texts | **L.1.6**-Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. | ConversationConjunctions | * [**Paperclip Sentence Conjunctions**](https://www.teacherspayteachers.com/Product/Paperclip-Conjunction-Cards-l-Grammar-l-English-l-Grades-K-3-7266979?st=4368fe50692bc893eb5ca488f05424b2) * [**Conjunctions Train Worksheet**](https://www.teacherspayteachers.com/Product/Conjunctions-FREEBIE-First-and-second-grade-grammar-compound-sentences-6926002?st=4368fe50692bc893eb5ca488f05424b2) |
| **4th Nine Weeks ELA Standards** | | | | | |
| **Name of Unit/Module** | **Number**  **of Days** | **Pre-Requisites** | **Standards** | **Academic Vocabulary** | **Instructional Resources** |
| **Unit 4**  **Culminating Review of 1st-3rd Nine Weeks** | **5 days**  **(Week 1)** | **RI K.2**-With prompting and support, retell familiar stories, including key details.  **RLK.2**-With prompting and support, retell familiar stories, including key details | **RI 1.2**-Identify the main topic and retell key details of a text.  **RL 1.2**-Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **RI 1.2 Vocabulary**  Key details  Main idea(s)/topic  Retell  Text  Topic  **RL 1.2 Vocabulary**  Central Message  Key Details  Retell | * **RI 1.2 Resources** * [**RI1.2 Interactive Powerpoint Lesson**](https://www.teacherspayteachers.com/Product/FREEBIE-RI12-Scaffolded-PowerPoint-Lesson-Main-Idea-Details-in-NF-Text-9195804?st=471e61c232840d67d252832a0f0bf139) * [**RI 1.2 Worksheets and Lesson Plans**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RI.1.2/) * [**Main Topic and Key Detail Match**](https://www.teacherspayteachers.com/Product/Main-Topic-and-Key-Detail-Match-955220?st=d69b1ef4b7ab7851da07333661e66567) * [**Main Topic and Key Details Umbrella Craft**](https://www.teacherspayteachers.com/Product/Main-Topic-and-Key-Details-Umbrella-Craft-1511604?st=d69b1ef4b7ab7851da07333661e66567) * [**Main Topic Graphic Organizer**](https://www.teacherspayteachers.com/Product/Main-Topic-Key-Details-Graphic-Organizer-3607549?st=d69b1ef4b7ab7851da07333661e66567) * [**RI 1.2 Leveled Reading Activities**](https://www.teacherspayteachers.com/Product/FREE-Pumpkin-Main-Topic-and-Key-Details-Leveled-Reading-Passages-7315699?st=d69b1ef4b7ab7851da07333661e66567) * **RL 1.2 Resources** * [**Mini Anchor Charts (Pages 5 & 6)**](https://www.madison-schools.com/cms/lib9/MS01001041/Centricity/Domain/3351/ReadingStrategiesMiniAnchorCharts-2.pdf) * [**Anchor Chart Ideas # 23 (The Retelling Hand)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) * [**Anchor Chart Ideas # 42 (**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/)**Stop and Jot**[**)**](https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/) * [**Retelling Quizizz**](https://quizizz.com/admin/quiz/5f78bcff676bef001b64d655/retelling-a-story?fromSearch=true&source=null) * [**Too Much Glue Retelling Quizizz**](https://quizizz.com/admin/quiz/60a684273dced0001c1cb5af/retelling-too-much-glue?fromSearch=true&source=null) * [**RL 1.2 Big Learners Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-literature/rl.1.2) * [**RL 1.2 Worksheets and Lesson Plans**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.2/) |
|
| **RF.K.3d**-Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | **RF.1.3d**-Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | syllable |  |
| **W K.1**-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. | **W 1.1**-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure. | opinion | * [**W 1.1 Opinion writing Prompts**](https://www.englishworksheetsland.com/grade1/1opinion.html) |
| **SK.1**-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | **SL1.1**-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | Text  Topic |  |
| **LK.1**-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. | **L1.1**-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. | Conventions of spoken and written standard English  Grammar  proficient/  Proficiently | * [**L.1.1. | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.1.f) |
| **5 days**  **(Week 2)** | **RL.K.3**-With prompting and support, identify characters, settings, and major events in a story.  **RI K.3**-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **RL.1.3**-Describe characters, settings, and major events in a story, using key details.  **RI 1.3**-Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **RL 1.3 Vocabulary**  Describe  Characters  Setting  Major events  Key details  **RI 1.3 Vocabulary**  Describe, Description, Descriptive Details  Event  Key Details  Major Events  Setting | **RL 1.3 Resources**   * **Think-Pair-Share (Students Verbally answer questions with a partner)** * **4 Corners Activity (Students choose a question to answer from the questions they created)**   **RI 1.3 Vocabulary**   * [RI 1.3 Lesson 1 and 2](https://docs.google.com/document/d/1L94fqwY9M4oMjEhospTwcZT31dFQryetkSW3N2tF3Ew/edit) * [RI 1.3 Lesson 3 & 4](https://docs.google.com/document/d/1NcT5VwDOugxUX-bl1dNSnsJ8p1TB0z-PZHZqaAPjjGk/edit) * [RI 1.3 Passages and Questions](https://docs.google.com/document/d/1C4y8ixuoWLXQax0PLqdThTCIkQS2HgBcTV2DDySLOCs/edit) * [**RI 1.3 Quiz**](https://docs.google.com/forms/d/1qAi9AvVFM9aZy-ZyOY_FCHOSeRkGaeQ1gcLqK-aMaOg/edit) **,**   **RI 1.3 Resources**   * [**Connection Between Two Items In Text**](https://www.englishworksheetsland.com/grade1/3connection.html) * [Describing Characters- 1st Grade](https://docs.google.com/document/d/19gtGxUn5uF8pTKtDIuJDhjikpCZqBWoUeaaM32oplgU/edit)   **ReadWorks Passages- Simone Biles** |
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| **RF.K.1g-N/A** | **RF.1.3g**-Recognize and read grade appropriate irregularly spelled words. | Irregularly  Words | * [**1st Grade Irregularly Word List**](https://www.teacherspayteachers.com/Product/1st-grade-irregular-sight-words-1120227?epik=dj0yJnU9bERodnR0X0gtak56dHN2dWJSZ2RqVVh2MHRlMURmci0mcD0wJm49TjJyOVFlS1NXZGp4N1dIX3dBYWxBQSZ0PUFBQUFBR1ROd0k0) |
| **W.K.1**-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*) | **W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | Opinion Piece  Closure  reasons/  reasoning  Respond  Strengthen  Topic | * [**W 1.1 Opinion writing Prompts**](https://www.englishworksheetsland.com/grade1/1opinion.html) * [**Interactive Writing Notebook**](https://www.teacherspayteachers.com/Product/Writing-Interactive-Notebook-for-First-Grade-Sample-2540009) * [**W 1.5 Creative Writing Prompts**](https://www.englishworksheetsland.com/topics/prompts/1.html) |
| **SL.K.1a**-. Follow agreed-upon rules for discussions. | **SL.1.1a**-Follow agreed-upon rules for discussions. | Collaboration  conversations | * [**SL.1.1a Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.1.A/) |
| **L.K.1.F-** Produce and expand complete sentences in shared language activities. | **L.1.1.F** -Use frequently occurring adjectives. | Adjectives | * [**L 1.1f Activities and Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.1.F/) |
| **5 days**  **(Week 3)** | **RI.K.4**-With prompting and support, ask and answer questions about unknown words in a text and define the role of each in presenting the ideas or information in a text.  **RL.K.4**-Ask and answer questions about unknown words in a text | **RI 1.4**-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **RL 1.4**-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | **RI 1.4 Vocabulary**  phrase(s)  text  **RL 1.4 Vocabulary**  phrase(s)  poem | * **RI 1.4 Resources** * [**RI 1.4 Activities**](https://www.teacherspayteachers.com/Product/5-FREE-Bacteria-Personal-Hygiene-Reading-Comprehension-Passages-and-Activities-2434604?st=312c085e168718ad1d894fe93b504786) * **RL 1.4 Vocabulary** * [**RL 1.4 Emotions Charts**](https://www.teacherspayteachers.com/Product/FREE-Feelings-Charts-for-Character-Analysis-and-Identifying-Emotions-2370313?st=b46db4aeb9c9c13b70f6a72b9cb81b3a) * [**RL 1.4 Graphic Organizer**](https://www.teacherspayteachers.com/Product/RL14-graphic-organizer-2064135?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.4 Turtle Nesting Season Lesson**](https://www.teacherspayteachers.com/Product/Why-Do-Turtles-Nest-On-The-Shore-W17-SL11b-L11-RF11a-RI12-RL14-1147388?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.4 Activity**](https://www.teacherspayteachers.com/Product/Reading-Comprehension-Passages-and-Questions-First-Grade-FREEBIE-4605979?st=b3f866e85469056d754d3ed72b463c4a) * [**RL 1.4 Enemy Pie Activity**](https://www.teacherspayteachers.com/Product/Enemy-Pie-Read-Aloud-FREE-Reading-Activities-Pi-Day-Reading-Comprehension-3585891?st=b3f866e85469056d754d3ed72b463c4a) |
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| **RF.K.4**-Read emergent-reader texts with purpose and understanding. | **RF.1.4-**Read with sufficient accuracy and fluency to support comprehension. | Accuracy  fluency | * **Students are capable of reading and understanding grade level text.** |
| **W.K.5-**.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | **W.1.5:** With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed | Topic  Suggestions | * [**Interactive Writing Notebook**](https://www.teacherspayteachers.com/Product/Writing-Interactive-Notebook-for-First-Grade-Sample-2540009) * [**W 1.5 Creative Writing Prompts**](https://www.englishworksheetsland.com/topics/prompts/1.html) |
| **SL.K.1b-**Continue a conversation through multiple exchanges | **SL.1.1b**-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | Conversations |  |
| **L.K.1G-**Begins in Grade 1 | **L.1.1.G**-Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). | Conjunctions | * [**L.1.1.G | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.1.g) |
| **5 days**  **(Week 4)** | **RI.K.5**-Identify the front cover, back cover, and title page of a book  **RL.K.5**- Recognize common types of texts (e.g., storybooks, poems) | **RI 1.5**-Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  **RL 1.5**-Explain major differences between books that tell stories and books that give information. | **RI 1.5 Vocabulary**  text features  **RL 1.5 Vocabulary**  Illustration  text | * **RI 1.5 Resources**   + [**Locating Key Features**](https://www.englishworksheetsland.com/grade1/5features.html) * **RL 1.5 Resources**   + [**RL 1.5 Lesson Plans**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.5/lesson-plans/)   + [**RL 1.5 Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-literature/rl.1.5)   + [**RI 1.5/RL 1.5 Frogs Activity**](https://www.teacherspayteachers.com/Product/RL-15-RI-15-Comparing-Fiction-and-Nonfiction-Texts-and-Using-Text-Features-3487092?st=d55b7232f245eda23ae8e75112b29e41)   + [**RL 1.5 Powerpoint Activity**](https://www.teacherspayteachers.com/Product/RL15-Interactive-PowerPoint-Lesson-Christmas-Themed-Fantasy-vs-Realistic-9180849?st=d55b7232f245eda23ae8e75112b29e41)   + [**RL 1.5 Activities 2**](https://www.teacherspayteachers.com/Product/RL15-Interactive-PowerPoint-Lesson-Christmas-Themed-Fantasy-vs-Realistic-9180849?st=d55b7232f245eda23ae8e75112b29e41) |
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| **RF.K.4.a-**Begins in Grade 1 | **RF.1.4a**-Read on-level text with purpose and understanding. | Purpose  Understanding | * **Students are capable of reading and understanding grade level text.** |
| **W.K.6-**.With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | **W.1.6**: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | Digital tools  Publish | * [**W 1.6 Digital Publishing Writing**](https://www.englishworksheetsland.com/grade1/5digpub.html) |
| **SL.K.1.c-**Begins in Grade 1 | **SL.1.1c**-Ask questions to clear up any confusion about the topics and texts under discussion. | Confusion  Topics  text | * **Teachers can ask questions beginning with the words (who, what, when, where, why) in order to assist students with gaining understanding of a given text.** |
| **L.K.1.h-**Begins in Grade 1 | **L.1.1.H** -Use determiners (e.g., articles, demonstratives). | Determiners  Demonstratives | * [**L.1.1.I | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.1.i) |
| **5 days**  **(Week 5)** | **RI.K.6**-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **RL K.6**-With prompting and support, define the role of the author and illustrator in telling the story. | **RI 1.6**-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  **RL 1.6**-Identify who is telling the story at various points in a text. | **RI 1.6 Vocabulary**  illustrations  **RL 1.6 Vocabulary**  Text | **RI 1.6 Resources**   * [**RI 1.6 Artic Animals Activity**](https://www.teacherspayteachers.com/Product/Arctic-Animals-Picture-Vs-Text-RI-16-5219253?st=70ab711efeb30a15ec00aabf0220648f) * [RI 1.6 Lesson 1](https://docs.google.com/document/d/1-BU3EYtDgQYBNDfhEJWywre5uGtoS-nEy6mxB2l-JeM/edit) * [RI 1.6 Lesson 2](https://docs.google.com/document/d/1rOEj1HtD4_U6RJRWRqh7hCb-G8AHy5qqBgIc1CkOOms/edit) * [RI 1.6 lesson 3](https://docs.google.com/document/d/1dmV1AO1drXaIX2YyzYAcNX2Q3A2uXd4sAhhuesGqCKU/edit) * [RI 1.6 Graphic Organizers.pdf](https://drive.google.com/file/d/1Rpay21L74MTQm3ze-anh3w034rr6Siwk/view?usp=drive_link) * [RI 1.6 Passages and Questions.pdf](https://drive.google.com/file/d/1K8uEvLMsHyYzMP6AkOXEE_nbl-bes0Mj/view?usp=drive_link) * [**RI 1.6 Quiz**](https://docs.google.com/forms/d/e/1FAIpQLSfb9UGKqo8j5xjRHF7-kPmVnd_kv4ALfptnuEzwrGq0ObvkYA/viewform?usp=sf_link) * [**RI 1.6 Information from Text Vs. Pictures**](https://www.englishworksheetsland.com/grade1/6textvimages.html)   **RL 1.6 Resources**   * [**RL1.6 BigLearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-literature/rl.1.6) * [**Who is telling the Story Video Lesson**](https://www.teacherspayteachers.com/Product/RL-16-Identify-Who-is-Telling-the-Story-Video-Lesson-3063039?st=a6cacbce56201cc642e416cc63e6af32) |
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| **RF.K.4b-**Begins in Grade 1 | [**RF.1.4b**](https://docs.google.com/document/d/1bwZV_H1FGdWruz0mk-eDHMdDgs_wuNHvOiPPHJV1dso/edit)**-**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | Accuracy  Rate  expression |  |
| **W.K.7-**.Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them | **W.1.7:** Participate in shared research and writing projects | Shared Research  Writing projects | * **Students are capable of participating as a peer in a writing project.** |
| **SL.K.2**-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | **SL.1.2**-Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Key details  Text  media | * [**SL 1.2 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.2/worksheets/) |
| **L.K.1.I-**Begins in Grade 1 | **L.1.1.I** -Use frequently occurring prepositions (e.g., *during, beyond, toward*). | Prepositions | * [**Prepositions Activity**](https://myfreeenglishworksheets.com/wp-content/uploads/2022/03/Preposition-Worksheet-1-Box.pdf) |
| **5 days**  **(Week 6)** | **RI.K.7**-With prompting and support, describe how the words and illustrations work together to provide information.  **RL K.7**-With prompting and support, describe how the words and illustrations work together to tell a story. | **RI 1.7**-Use the illustrations and details in a text to describe its key ideas  **RL 1.7**-Use illustrations and details in a story to describe its characters, setting, or events | **RI 1.7 Vocabulary**  describe  illustration  key details  text  **RL 1.7 Vocabulary**  describe  event  illustration  setting | * **RI 1.7 Resources**   + [**Using Illustrations and Details For Key Ideas**](https://www.englishworksheetsland.com/grade1/7using.html) * **RL 1.7 Resources**   + [**Using Illustrations and Details to Describe Stories**](https://www.englishworksheetsland.com/grade1/7detailsexplain.html)   + [**Problem and Solution**](https://www.englishworksheetsland.com/grade1/probsol.html) |
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| **RF.K.4c-**Begins in 1st Grade | **RF.1.4c**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | context |  |
| **W.K.8**-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question | **W 1.8**- Recall information from experiences or gather information from provided sources to answer a question | Recall  Experiences | * [**W 1.8 Writing About Past Experiences**](https://www.englishworksheetsland.com/grade1/7experience.html) |
| **SK.3**-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **SL 1.3**-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | clarify | * **After reading students a text, have students find the cause and effect and to create their own cause and effect to the story.** |
| **LK.5**-With guidance and support from adults, explore nuances in word meanings. | **L1.5**-With guidance and support from adults, demonstrate understanding of nuances in word meanings**.** | nuances | * [**L 1.5 Activities/Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.5/worksheets/) |
| **5 days**  **(Week 7)** | **RI.K.8**-With prompting and support, identify the reasons an author gives to support points in a text. | **RI 1.8**-With guidance and support, identify the reasons an author gives to support ideas in a text. | Reasons  Support  text | * [**RI 1.8 Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-informational-text/ri.1.8) |
| **RF.K.3d**-Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | **RF.1.3d**-Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | syllable |  |
| **W.K.1**-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*) | **W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | Opinion Piece  Closure  reasons/  reasoning  Respond  Strengthen  Topic | * [**W 1.1 Opinion writing Prompts**](https://www.englishworksheetsland.com/grade1/1opinion.html) * [**Interactive Writing Notebook**](https://www.teacherspayteachers.com/Product/Writing-Interactive-Notebook-for-First-Grade-Sample-2540009) * [**W 1.5 Creative Writing Prompts**](https://www.englishworksheetsland.com/topics/prompts/1.html) |
| **SK.4**-Speak audibly and express thoughts, feelings, and ideas clearly. | **SL 1.4**-Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Describe  Ideas  feelings |  |
| **LK.5a**-Sort common objects into categories to gain a sense of the concepts the categories represent. | **L1.5a**-Sort words into categories to gain a sense of the concepts the categories represent. | Categories | * [**Vocabulary Extension**](https://www.greatschools.org/library/cms/68/23268.pdf) |
| **5 days**  **(Week 8)** | **RI K.9**-With prompting and support, identify basic similarities in and differences between two texts on the same topic.  **RL K.9**-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | **RI 1.9**-Identify basic similarities in and differences between two texts on the same topic.  **RL 1.9-**Compare and contrast the adventures and experiences of characters in stories. | **RI 1.9 Vocabulary**  Similarities  Differences  **RL 1.9 Vocabulary**  compare | * **RI 1.9 Resources**    + [**RI.1.9 | First Grade English Worksheets | Biglearners**](https://www.biglearners.com/common-core/worksheets/grade-1/english/reading-informational-text/ri.1.9) * **RL 1.9 Resources**   + [**Compare and Contrast Characters**](https://www.englishworksheetsland.com/grade1/9compare.html) |
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| **RF.K.1g-N/A** | **RF.1.3g**-Recognize and read grade appropriate irregularly spelled words. | Irregularly  Words | * [**1st Grade Irregularly Word List**](https://www.teacherspayteachers.com/Product/1st-grade-irregular-sight-words-1120227?epik=dj0yJnU9bERodnR0X0gtak56dHN2dWJSZ2RqVVh2MHRlMURmci0mcD0wJm49TjJyOVFlS1NXZGp4N1dIX3dBYWxBQSZ0PUFBQUFBR1ROd0k0) |
| **W.K.5-**.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | **W.1.5:** With guidance and support from an adults, focus, on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed | Topic  Suggestions | * [**Interactive Writing Notebook**](https://www.teacherspayteachers.com/Product/Writing-Interactive-Notebook-for-First-Grade-Sample-2540009) * [**W 1.5 Creative Writing Prompts**](https://www.englishworksheetsland.com/topics/prompts/1.html) |
| **SL K.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | **SL.1.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Clarify Ideas  Descriptions |  |
| **L.K.6-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | **L.1.6 -**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | Phrases  Conversations  Text  conjunctions | * [**L.1.6 Activities**](https://www.biglearners.com/common-core/worksheets/grade-1/english/language/l.1.6) |
| **5 days**  **(Week 9)** | **RI.K.10**-Actively engage in group reading activities with purpose and understanding.  **RL.K.10**-Actively engage in group activities with purpose and understanding | **RI.1.10-**With prompting and support, read informational texts appropriately complex for grade  **RL.1.10-**With prompting and support, read prose and poetry of appropriate complexity for grade | **RI 1.10 Vocabulary**  Informational text  **RL 1.10 Vocabulary**  Prose  poetry | * [**RI 1.10 Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RI.1.10/) * [**RL 1.10 Activities**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.1.10/) |
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| **RF.K.4**-Read emergent-reader texts with purpose and understanding. | **RF.1.4-**Read with sufficient accuracy and fluency to support comprehension. | Accuracy  fluency | * Students are capable of reading and understanding grade level text. |
| **W.K.6-**.With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | **W.1.6**: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | Digital tools  Publish | * [**W 1.6 Digital Publishing Writing**](https://www.englishworksheetsland.com/grade1/5digpub.html) |
| **SL.K.6**-Speak audibly and express thoughts, feelings, and ideas clearly. | **SL.1.6**-Produce complete sentences when appropriate to task and situation. | Produce  task | * [**SL 1.6 Activities/Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.SL.1.6/) |
| **L.K.1.F-** Produce and expand complete sentences in shared language activities. | **L.1.1.F** -Use frequently occurring adjectives. | Adjectives | * [**L 1.1f Activities and Resources**](https://www.education.com/common-core/CCSS.ELA-LITERACY.L.1.1.F/) |