



Unit R, Week 1: Sam

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

SPEAKING AND LISTENING

- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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*).

READING FOUNDATIONAL SKILLS

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

BOLD indicates the standard is assessed on weekly assessment.

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Unit R, Week 2: Snap!

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

SPEAKING AND LISTENING

- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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*).

READING FOUNDATIONAL SKILLS

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.

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Unit R, Week 3: Tip and Tam

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

SPEAKING AND LISTENING

- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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*).

READING FOUNDATIONAL SKILLS

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit R, Week 4: The Big Top

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**

READING INFORMATIONAL

- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

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Unit R, Week 5: School Day

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

SPEAKING AND LISTENING

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

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit R, Week 6: The Farmers Market

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**

SPEAKING AND LISTENING

- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.

Unit R Test RL.1.2, RL.1.3, RL.1.5, W.1.3, W.1.5, L.1.1, L.1.2, RF.1.2a, RF.1.2c, RF.1.3c, RF.1.3g

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Unit 1, Week 1: Sam, Come Back!

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

WRITING

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

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

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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Unit 1, Week 1: Sam, Come Back!

READING FOUNDATIONAL SKILLS

- RF.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit 1, Week 2: Pig in a Wig

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WRITING

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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*).

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Unit 1, Week 2: Pig in a Wig

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 1, Week 3: The Big Blue Ox

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.5 Ask and answer questions about key details in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING

- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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Unit 1, Week 3: The Big Blue Ox

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

BOLD indicates the standard is assessed on weekly assessment.

BOLD indicates the standard is assessed on weekly assessment but not taught that week.

Unit 1, Week 4: A Fox and a Kit

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.**
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.**
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

WRITING

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.2b Use end punctuation for sentences.

BOLD indicates the standard is assessed on weekly assessment.

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Unit 1, Week 4: A Fox and a Kit

LANGUAGE

- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3f Read words with inflectional endings.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 1, Week 5: Get the Egg!**READING LITERATURE**

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

WRITING

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 1, Week 5: Get the Egg!

READING FOUNDATIONAL SKILLS

- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 1, Week 6: Animal Park

READING LITERATURE

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

WRITING

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.

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Unit 1, Week 6: Animal Park

LANGUAGE

- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.**
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Unit 1 Test	• RL.1.1	• L.1.1
	• RL.1.2	• L.1.1c
	• RL.1.3	• L.1.2
	• RL.1.5	• L.1.2b
	• RL.1.7	• RF.1.3b
	• W.1.3	• RF.1.3f
	• W.1.5	• RF.1.3g

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Unit 2, Week 1: A Big Fish for Max

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

WRITING

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 2, Week 1: A Big Fish for Max

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.K.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.

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Unit 2, Week 2: The Farmer in the Hat

READING LITERATURE

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.

WRITING

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

BOLD indicates the standard is assessed on weekly assessment.

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Unit 2, Week 2: The Farmer in the Hat

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit 2, Week 3: Who Works Here?**READING LITERATURE****RL.1.1** Ask and answer questions about key details in a text.**RL.1.3** Describe characters, settings, and major events in a story, using key details.**READING INFORMATIONAL**

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

WRITING**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

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.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a Print all upper- and lowercase letters.

L.1.1g Use frequently occurring conjunction (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2a Capitalize dates and names of people.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).**BOLD** indicates the standard is assessed on weekly assessment.**BOLD** indicates the standard is assessed on weekly assessment but not taught that week.

Unit 2, Week 3: Who Works Here?

READING FOUNDATIONAL SKILLS

- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

BOLD indicates the standard is assessed on weekly assessment.

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Unit 2, Week 4: The Big Circle

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

BOLD indicates the standard is assessed on weekly assessment.

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Unit 2, Week 4: The Big Circle

READING FOUNDATIONAL SKILLS

- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 2, Week 5: Life in the Forest

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.**
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.**
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 2, Week 5: The Big Circle

READING FOUNDATIONAL SKILLS

- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit 2, Week 6: Honey Bees

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.**
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.**
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 2, Week 6: Honey Bees

READING FOUNDATIONAL SKILLS

- RF.1.2a Demonstrate understanding of the organization and basic features of print.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.**
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Unit 2 Test

- | | |
|----------|-----------|
| • RL.1.1 | • L.1.2 |
| • RL.1.2 | • L.1.2a |
| • RL.1.3 | • RF.1.3 |
| • RL.1.5 | • RF.1.3a |
| • W.1.2 | • RF.1.3b |
| • W.1.5 | • RF.1.3c |
| • L.1.1 | • RF.1.3d |
| • L.1.1b | • RF.1.3f |
| | • RF.1.3g |

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Unit 3, Week 1: A Place to Play

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.**
- RI.1.2 Identify the main topic and retell key details of a text.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 3, Week 1: A Place to Play

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 3, Week 2: Ruby in Her Own Time

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.**
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

WRITING

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- L.1.1g Use frequently occurring conjunction (e.g., *and, but, or, so, because*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 3, Week 2: Ruby in Her Own Time

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 3, Week 3: The Class Pet

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.**
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- L.1.1f Use frequently occurring adjectives.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Unit 3, Week 3: The Class Pet

LANGUAGE

- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3f Read words with inflectional endings.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 3, Week 4: Frog and Toad Together

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.**
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Unit 3, Week 4: Frog and Toad Together

LANGUAGE

- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3f Read words with inflectional endings.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 3, Week 5: I'm a Caterpillar

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.**
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

BOLD indicates the standard is assessed on weekly assessment.

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Unit 3, Week 5: I'm a Caterpillar

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 3, Week 6: Where Are My Animal Friends?

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

WRITING

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Unit 3, Week 6: Where Are My Animal Friends?

LANGUAGE

- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 3 Test	• RL.1.1	• L.1.1c
	• RL.1.2	• L.1.1e
	• RL.1.3	• L.1.2
	• RL.1.9	• RF.1.3
	• W.1.1	• RF.1.3c
	• W.1.2	• RF.1.3f
	• W.1.5	• RF.1.3g
	• L.1.1	

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Unit 4, Week 1: Mama's Birthday Present

READING LITERATURE

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

WRITING

- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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Unit 4, Week 1: Mama's Birthday Present

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit 4, Week 2: Cinderella

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.1g Use frequently occurring conjunction (e.g., *and*, *but*, *or*, *so*, *because*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3f Read words with inflectional endings.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 4, Week 3: A Trip to Washington, D.C.

READING LITERATURE

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.**
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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Unit 4, Week 3: A Trip to Washington, D.C.

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 4, Week 4: A Southern Ranch

READING LITERATURE

RL.1.1 Ask and answer questions about key details in a text.

READING INFORMATIONAL

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas

WRITING

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

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.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a Print all upper- and lowercase letters.

L.1.1f Use frequently occurring adjectives.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 4, Week 4: A Southern Ranch

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- Rf.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 4, Week 5: Peter's Chair

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

WRITING

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.1h Use determiners (e.g., articles, demonstratives).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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Unit 4, Week 5: Peter's Chair

LANGUAGE

- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 4, Week 6: Henry and Mudge and Mrs. Hopper's House

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1f Use frequently occurring adjectives.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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Unit 4, Week 6: Henry and Mudge and Mrs. Hopper’s House

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Unit 4 Test	• RL.1.1	• W.1.3
	• RL.1.2	• W.1.5
	• RL.1.3	• L.1.1
	• RL.1.9	• L.1.1f
	• RI.1.1	• L.1.2
	• RI.1.2	• RF.1.3
	• RI.1.8	• RF.1.3c
	• W.1.1	• RF.1.3g

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Unit 5, Week 1: Tippy-Toe Chick, Go!**READING LITERATURE**

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

WRITING

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 5, Week 1: Tippy-Toe Chick, Go!

READING FOUNDATIONAL SKILLS

- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.**
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 5, Week 2: Mole and the Baby Bird

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- L.1.1g Use frequently occurring conjunction (e.g., *and, but, or, so, because*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.

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Unit 5, Week 2: Mole and the Baby Bird

READING FOUNDATIONAL SKILLS

- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 5, Week 3: Dot and Jabber and the Great Acorn Mystery

READING LITERATURE

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

READING INFORMATIONAL

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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

WRITING

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

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.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a Print all upper- and lowercase letters.

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 5, Week 3: Dot and Jabber and the Great Acorn Mystery

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional endings.**
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 5, Week 4: Simple Machines

READING INFORMATIONAL

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
- RI.1.3 Describe characters, settings, and major events in a story, using key details.
- RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.6 Identify who is telling the story at various points in a text.
- RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.**

WRITING

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Unit 5, Week 5: Alexander Graham Bell: A Great Inventor

READING LITERATURE

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

READING INFORMATIONAL

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

WRITING

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

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.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a Print all upper- and lowercase letters.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

READING FOUNDATIONAL SKILLS

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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Unit 5, Week 5: Alexander Graham Bell: A Great Inventor

READING FOUNDATIONAL SKILLS

- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.**
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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Unit 5, Week 6: The Stone Garden

READING LITERATURE

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING INFORMATIONAL

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

WRITING

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1i Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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Unit 5, Week 6: The Stone Garden

READING FOUNDATIONAL SKILLS

- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.**
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Unit 5 Test	• RL.1.1	• W.1.5
	• RL.1.2	• L.1.1
	• RL.1.3	• L.1.1d
	• RI.1.1	• L.1.2
	• RI.1.2	• L.1.4b
	• RI.1.3	• RF.1.3
	• RI.1.8	• RF.1.3c
	• W.1.1	• RF.1.3f
	• W.1.3	• RF.1.3g

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