

Grade 1 English Language Arts

Scope and Sequence

Quarter 1

Unit 1.1: Establishing a Community of Readers and Writers

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

- RL.1.1 Ask and answer questions about key details in a text.
- R.L 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 Standards for Informational Text

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

Writing Standards

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

Reading Standards (Foundational Skills)

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- 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).
- Orally produce single-syllable words by blending sounds (phonemes), ~~including consonant blends.~~

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Decode regularly spelled one-syllable words.

Speaking and Listening Standards

- 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.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- 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.1.6 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.
- a. Print all upper- and lowercase letters.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- e. 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.
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- 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).

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

Not at this time.

Reading Standards for Informational Text

Not at this time.

Writing Standards

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.

Speaking and Listening Standards

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

Standards that Recur through many/all of the Units of Study:

Reading Standards for Literature

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

Reading Standards for Informational Text

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

Grade 1 English Language Arts

Scope and Sequence

Quarter 1

Unit 1.2: Elements of Fiction

15 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for 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.

Reading Standards for Informational Text

Not at this time.

Writing Standards

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.~~

Reading Standards (Foundational Skills)

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. 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.

- g. Recognize and read grade-appropriate irregularly spelled words.

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

Speaking and Listening Standards

- 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.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.
- b. Use common, proper, and ~~possessive~~ nouns.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, ~~punctuation~~, and spelling when writing.
- a. capitalize ~~dates~~ and names of people.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

R.L 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 Standards for Informational Text

Not at this time.

Writing Standards

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.

Reading Standards (Foundational Skills)

RF.1.1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Speaking and Listening Standards

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.

- a. Print all upper- and lowercase letters.

- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
- L.1.6 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).

Standards that Recur through many/all of the Units of Study:

Reading Standards for Literature

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

Reading Standards for Informational Text

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

Grade 1 English Language Arts

Scope and Sequence

Quarter 1

Unit 1.3: Elements of Nonfiction

15 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

Not at this time.

Reading Standards for Informational Text

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, table 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.

Writing Standards

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.

Reading Standards (Foundational Skills)

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

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.

Speaking and Listening Standards

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.

- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Language

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

- f. Use frequently occurring adjectives.
- h. Use determiners (e.g., articles, demonstratives).

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

- a. Capitalize names of people and dates.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. use sentence-level context as a clue to the meaning of a word or phrase.

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

R.L 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 Standards for Informational Text

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

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

Writing Standards

None at this time

Reading Standards (Foundational Skills)

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

Speaking and Listening Standards

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.1.6 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).

Standards that Recur through many/all of the Units of Study:

Reading Standards for Literature

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

Reading Standards for Informational Text

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

Grade 1 English Language Arts

Scope and Sequence

Quarter 2

Unit 2.1: Reading and Writing for Information

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

Not at this time.

Reading Standards for Informational Text

- RI.1.2 Identify the main topic and retell key details of 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 Standards

- 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.1.7 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).

Reading Standards (Foundational Skills)

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - b. Orally produce single-syllable words by blending sounds (phonemes),

including consonant blends.

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

f. Read words with inflectional endings.

Speaking and Listening Standards

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.

- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. 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.

b. use end punctuation for sentences.

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.

- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

Not at this time

Reading Standards for Informational Text

RI.1.1 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.

Writing Standards

- 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.

Reading Standards (Foundational Skills)

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- c. 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.
- g. Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening Standards

- 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.1.6 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).

Standards that Recur through many/all of the Units of Study:

Reading Standards for Literature

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

Reading Standards for Informational Text

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

Grade 1 English Language Arts

Scope and Sequence

Quarter 2

Unit 2.2: Narrative Reading and Writing

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

- RL.1.2 Retell stories, including key details, ~~and demonstrate understanding of their central message or lesson.~~
- 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 Standards for Informational Text

Not at this time.

Writing Standards

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

Reading Standards (Foundational Skills)

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. distinguish long from short vowel sounds in spoken single-syllable words.

- c. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Speaking and Listening Standards

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.
- b. Use common, proper, and possessive nouns.
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

- RL.1.1 Ask and answer questions about key details in a text.
R.L 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 Standards for Informational Text

Not at this time.

Reading Standards (Foundational Skills)

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.

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

Writing Standards

- 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.

Speaking and Listening Standards

- 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.
- h. Use determiners (e.g., articles, demonstratives).
- 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).

Standards that Recur through many/all of the Units of Study:

Reading Standards for Literature

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

Reading Standards for Informational Text

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

Grade 1 English Language Arts

Scope and Sequence

Quarter 3

Unit 3.1: Compare and Contrast - Informational

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

Not at this time.

Reading Standards for Informational 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.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing Standards

- 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.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Reading Standards (Foundational Skills)

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.

- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Speaking and Listening

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.

- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

Not at this time

Reading Standards for Informational 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 Standards

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.

Reading Standards (Foundational Skills)

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

- g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

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

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.

- c. Ask questions to clear up any confusion about the topics and texts under discussion.

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.1.6 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.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Use end punctuation for sentences.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Standards that Recur through many/all of the Units of Study:

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Grade 1 English Language Arts

Scope and Sequence

Quarter 3

Unit 3.2: Compare and Contrast - Literature

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

- 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 Standards for Informational Text

Not at this time.

Writing Standards

- 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.

Reading Standards (Foundational Skills)

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.

Speaking and Listening

- 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.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Use commas in dates and to separate single words in a series.

Standards that Reinforce the Unit of Study Focus Standards:

Reading Standards for Literature

- RL.1.1 Ask and answer questions about key details in a text.
- R.L 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 Standards for Informational Text

Not at this time.

Writing Standards

- 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.

Reading Standards (Foundational Skills)

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- d. 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.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.

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

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.

Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Use common, proper, and possessive nouns.
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Standards that Recur through many/all of the Units of Study:

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.10 With prompting and support, read informational texts appropriately complex

for grade 1.

Grade 1 English Language Arts

Scope and Sequence

Quarter 4

Unit 4.1: Digging Deeper into Narrative Text

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

Reading Standards for Informational Text

Not at this time.

Writing Standards

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

Speaking and Listening

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

Reading Foundations

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

- c. Know final -e and common vowel team conventions for representing long vowel sounds.

Language

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

- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Standards that Reinforce the Unit of Study Focus Standards:

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 Information

Not at this time.

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.1.6 With guidance and support from adults, use a variety of digital tools to produce

and publish writing, including in collaboration with peers.

Reading Foundations

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Decode regularly spelled one-syllable words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

Not at this time.

Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 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).

Standards that Recur through many/all of the Units of Study:

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

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

Grade 1 English Language Arts

Scope and Sequence

Quarter 4

Unit 4.2: Digging Deeper into Informational Text

20 Instructional Days

Standards that are the Focus in the Unit of Study:

Reading Standards for Literature

Not at this time.

Reading Standards for Informational

- 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 Standards

- 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.1.7 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).

Reading Foundational

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

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.

Language

Not at this time

Standards that Reinforce the Unit of Study Focus Standards:

Reading Literature

Not at this time

Reading Information

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

Reading Foundations

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.1.6 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

Not at this time.

Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. 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.
 - c. Use commas in dates and to separate single words in a series.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 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).

Standards that Recur through many/all of the Units of Study:

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.