

Course Description: Grade 1 - Literacy (Implementation 2021)

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> • Into Reading (HMH) <ul style="list-style-type: none"> ◦ Foundational skills, reading, writing, handwriting, speaking and listening are all included. 	<ul style="list-style-type: none"> • Into Reading Leveled Library (HMH) • JILLE Whole Group Instruction Kit (HMH) • UFLI Foundations (For Tier II) • Benchmark Decodable Text Set • i-Ready Magnetic Reading Text Set

Standards Addressed In The Course			
Category	Sub Category	ID	State Standard
Language	Conventions of Standard English	1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language	Conventions of Standard English	1.L.1.a	Print all upper- and lowercase letters.
Language	Conventions of Standard English	1.L.1.b	Use common, proper, and possessive nouns.
Language	Conventions of Standard English	1.L.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
Language	Conventions of Standard English	1.L.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
Language	Conventions of Standard English	1.L.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
Language	Conventions of Standard English	1.L.1.f	Use frequently occurring adjectives.
Language	Conventions of Standard English	1.L.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
Language	Conventions of Standard English	1.L.1.h	Use determiners (e.g., articles, demonstratives).
Language	Conventions of Standard English	1.L.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
Language	Conventions of Standard English	1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Language	Conventions of Standard English	1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language	Conventions of Standard English	1.L.2.a	Capitalize dates and names of people.
Language	Conventions of Standard English	1.L.2.b	Use end punctuation for sentences.
Language	Conventions of Standard English	1.L.2.c	Use commas in dates and to separate single words in a series.
Language	Conventions of Standard English	1.L.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Language	Conventions of Standard English	1.L.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Language	Knowledge of Language	1.L.3	(Begins in grade 2)
Language	Vocabulary Acquisition and Use	1.L.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.
Language	Vocabulary Acquisition and Use	1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
Language	Vocabulary Acquisition and Use	1.L.4.b	Use frequently occurring affixes as a clue to the meaning of a word.
Language	Vocabulary Acquisition and Use	1.L.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Language	Vocabulary Acquisition and Use	1.L.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Language	Vocabulary Acquisition and Use	1.L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Language	Vocabulary Acquisition and Use	1.L.5.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).
Language	Vocabulary Acquisition and Use	1.L.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Language	Vocabulary Acquisition and Use	1.L.5.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.
Language	Vocabulary Acquisition and Use	1.L.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	Print Concepts	1.RF.1	Demonstrate understanding of the organization and basic features of print.
Reading Foundational Skills	Print Concepts	1.RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Reading Foundational Skills	Phonological awareness	1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading Foundational Skills	Phonological awareness	1.RF.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
Reading Foundational Skills	Phonological awareness	1.RF.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
Reading Foundational Skills	Phonological awareness	1.RF.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
Reading Foundational Skills	Phonological awareness	1.RF.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Reading Foundational Skills	Phonics and Word recognition	1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.a	Know the spelling-sound correspondences for common consonant digraphs.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.b	Decode regularly spelled one-syllable words.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.f	Read words with inflectional endings.
Reading Foundational Skills	Phonics and Word recognition	1.RF.3.g	Recognize and read grade-appropriate irregularly spelled words.
Reading Foundational Skills	Fluency	1.RF.4	Read with sufficient accuracy and fluency to support comprehension.
Reading Foundational Skills	Fluency	1.RF.4.a	Read on-level text with purpose and understanding.
Reading Foundational	Fluency	1.RF.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Skills			
Reading Foundational Skills	Fluency	1.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading Informational	Key Ideas and Details	1.RI.1	Ask and answer questions about key details in a text.
Reading Informational	Key Ideas and Details	1.RI.2	Identify the main topic and retell key details of a text.
Reading Informational	Key Ideas and Details	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Reading Informational	Craft and Structure	1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Reading Informational	Craft and Structure	1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Reading Informational	Craft and Structure	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Reading Informational	Integration of Knowledge and Ideas	1.RI.7	Use the illustrations and details in a text to describe its key ideas.
Reading Informational	Integration of Knowledge and Ideas	1.RI.8	Identify the reasons an author gives to support points in a text.
Reading Informational	Integration of Knowledge and Ideas	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading Informational	Range of Reading and Level of Text Complexity	1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
Reading Literature	Key Ideas and Details	1.RL.1	Ask and answer questions about key details in a text.
Reading Literature	Key Ideas and Details	1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Reading Literature	Key Ideas and Details	1.RL.3	Describe characters, settings, and major events in a story, using key details.
Reading Literature	Craft and Structure	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Reading Literature	Craft and Structure	1.RL.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 Literature	Craft and Structure	1.RL.6	Identify who is telling the story at various points in a text.
Reading Literature	Integration of Knowledge and Ideas	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
Reading Literature	Integration of Knowledge and Ideas	1.RL.8	(Not applicable to literature)
Reading Literature	Integration of Knowledge and Ideas	1.RL.9	Compare and contrast the adventures and experiences of characters in stories.

Reading Literature	Range of Reading and Level of Text Complexity	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Speaking & Listening	Comprehension and Collaboration	1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Speaking & Listening	Comprehension and Collaboration	1.SL.1.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).
Speaking & Listening	Comprehension and Collaboration	1.SL.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Speaking & Listening	Comprehension and Collaboration	1.SL.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
Speaking & Listening	Comprehension and Collaboration	1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Speaking & Listening	Comprehension and Collaboration	1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Speaking & Listening	Presentation of Knowledge and Ideas	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Speaking & Listening	Presentation of Knowledge and Ideas	1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Speaking & Listening	Presentation of Knowledge and Ideas	1.SL.6	Produce complete sentences when appropriate to task and situation.
Writing	Text Types and Purposes	1.W.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.
Writing	Text Types and Purposes	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Writing	Text Types and Purposes	1.W.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.
Writing	Production and Distribution of Writing	1.W.4	(Begins in grade 3)
Writing	Production and Distribution of Writing	1.W.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.
Writing	Production and Distribution of Writing	1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Writing	Research to Build and Present Knowledge	1.W.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).
Writing	Research to Build and Present Knowledge	1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Writing	Research to Build and	1.W.9	(Begins in grade 4)

	Present Knowledge		
Writing	Range of Writing	1.W.10	(Begins in grade 3)

Units of Study (Sequenced)	Essential Standards Associated	Key Learning Targets	Essential Question(s)	Common Assessment	Pacing
Orientation to School & Literacy					3 Days
Module 1 Nice to Meet You!	1.L.4b 1.L.4c 1.RI.7 1.RL.2 1.RL.3 1.RL.5 1.W.2 1.W.3	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can say the beginning, middle and end sounds of one-syllable words. (1.RF.2.c). Reading Workshop & Vocabulary: - I can explain major differences between books that tell stories and books that give information. I can use text features to identify a fiction or nonfiction book (1.RL.5) -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). I can use a strategy to solve unknown words/phrases. I can use a strategy to solve multiple-meaning words / phrases. (1.L.4) Writing Workshop: -I can end my story. I can use temporal words to show my story has an order. I can include details that support my writing topic. I can write a story with a clear structure. I can write a story with a setting and characters. (1.W.3) 	How can making new friends and learning new things help us?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project ("Celebrate Us!" Profiles)	3 Weeks
Module 2 My Family, My Community	1.L.4a 1.RI.4	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can say one-syllable words by putting sounds together. 	How does everyone in my family and community make	<u>Formative Assessments</u> -Selection	3 Weeks

	1.RI.7 1.RL.2 1.RL.3 1.W.2 1.W.3	<p>(1.RF.2.b).</p> <ul style="list-style-type: none"> Reading & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). I can use a strategy to solve unknown words/phrases. I can use a strategy to solve multiple-meaning words / phrases. (1.L.4) Writing Workshop: -I can provide a concluding sentence on my topic. I can elaborate on a topic with true facts. (1.W.2). 	them special?	Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Our Community News)	
Module 3 Amazing Animals	1.L.4b 1.L.4c 1.RI.4 1.RI.7 1.RL.2 1.RL.3 1.W.2 1.W.3	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can identify long and short vowels in one syllable words I hear.(1.RF.2.a) -I can say one-syllable words by putting sounds together. (1.RF.2.c) Reading Workshop & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). Writing Workshop: -I can provide a concluding sentence on my topic. I can elaborate on a topic with true facts. (1.W.2). 	How do animals' bodies help them?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Animal Copycats Inventions)	3 Weeks
Module 4 Better Together	1.L.4a 1.L.4b 1.RI.4	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can read words with endings (ing, ed, s, es). (1.RF.3.g) 	Why is it important to do my best and get along with others?	<u>Formative Assessments</u> -Selection Quizzes	3 Weeks

	1.RI.7 1.RL.2 1.RL.3 1.RL.5 1.W.2 1.W.3	<ul style="list-style-type: none"> Reading Workshop & Vocabulary: -I can use the text to describe key details in a story. I can use the illustration to describe key details in a story. (1.RI.7) -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). (1.L.4) Writing Workshop: -I can provide a concluding sentence on my topic. I can elaborate on a topic with true facts. (1.W.2) 		-Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Get Healthy Games)	
Module 5 Now You See It, Now You Don't	1.L.4b 1.L.4c 1.RI.7 1.RL.2 1.RL.3 1.RL.5 1.W.2 1.W.3	Key Learning Targets: <ul style="list-style-type: none"> Foundational Skills: -I can say one-syllable words by putting sounds together (1.RF.2.b) Reading Workshop & Vocabulary: -I can use the key details to retell the story in order to show an understanding of the central message. I can identify details that support the main idea of a text. I can identify main ideas/central message of a text. (1.RL.2) -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). (1.L.4) Writing Workshop: -I can end my story. I can use temporal words to show my story has an order. I can include details that support my writing topic. I can write a story with a clear structure. I can write a story with a setting and characters. (1.W.3) 	Why do light and dark come and go?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Investigate Shadows)	3 Weeks
Module 6 Celebrate	1.L.4a	Key Learning Targets:	What do holidays and symbols tell	<u>Formative Assessments</u>	3 Weeks

America	1.L.4b 1.RI.4 1.RI.7 1.RL.2 1.RL.3 1.RL.5 1.W.2 1.W.3	<ul style="list-style-type: none"> Foundational Skills: -I can identify long and short vowels in one syllable words I hear. (1.RF.2.a) -I can identify the parts of a sentence (1.RF.1.a) Reading Workshop & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). I can use a strategy to solve unknown words/phrases. I can use a strategy to solve multiple-meaning words / phrases. (1.L.4) Writing Workshop: -I can end my story. I can use temporal words to show my story has an order. I can include details that support my writing topic. I can write a story with a clear structure. I can write a story with a setting and characters. (1.W.3) 	about our country?	-Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Patriotic Show)	
Module 7 The Big Outdoors	1.L.4a 1.L.4b 1.RI.4 (Week 3 Quiz) 1.RI.7 1.RL.3 1.W.2 1.W.3	Key Learning Targets: <ul style="list-style-type: none"> Foundational Skills: -I can say one-syllable words by putting sounds together (1.RF.2.b) -I can identify long and short vowels in one syllable words I hear. (1.RF.2.a) Reading Workshop & Vocabulary: -I can ask and answer questions to solve unknown words or phrases. I can self monitor for understanding the text. (1.RI.4) -I can use a strategy to solve unknown words/phrases. (1.L.4a) Writing Workshop: 	How do things in nature change?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Poetry -Inquiry and Research Project (Get Weather Wise)	3 Weeks

		<p>-I can end my story. I can use temporal words to show my story has an order. I can include details that support my writing topic. I can write a story with a clear structure. I can write a story with a setting and characters. (1.W.3)</p>			
<p>Module 8 Tell Me a Story</p>	<p>1.L.4b 1.RI.4 1.RI.7 1.RL.2 1.RL.3 1.W.2 1.W.3</p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can use sound patterns to read words. (1.RF.2) Reading Workshop & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). (1.L.4b) Writing Workshop: -I can end my story. I can use temporal words to show my story has an order. I can include details that support my writing topic. I can write a story with a clear structure. I can write a story with a setting and characters. (1.W.3) 	<p>What lessons can we learn from stories?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Explore Traditional Tales)</p>	<p>3 Weeks</p>

Module 9 Grow, Plants, Grow!	1.L.4b 1.RI.7 1.RL.2 1.RL.3 1.RL.5 1.W.2 1.W.3	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can identify the parts of a sentence (1.RF.1.a) Reading Workshop & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). -I can determine the meaning of unknown and multiple meaning words/phrases by using a strategy of choice (context clues, affixes, root words). (1.L.4b) Writing Workshop: -I can provide a concluding sentence on my topic. I can elaborate on a topic with true facts. (1.W.2) 	What do plants need to live and grow?	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informational Text -Inquiry and Research Project (Super Sprouts!) 	3 Weeks
Module 10 Dare to Dream	1.L.4b 1.RI.4 1.RI.7 1.RL.2 1.RL.3 1.W.2 1.W.3	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can say one-syllable words by putting sounds together. (1.RF.2.b) Reading Workshop & Vocabulary: -I can use the key details to retell the story in order to show an understanding of the central message. I can identify details that support the main idea of a text. I can identify main ideas/central message of a text. (1.RL.2) -I can determine the meaning of unknown and multiple 	How can thinking in new ways help solve problems?	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informational Text -Inquiry and 	3 Weeks

		<p>meaning words/phrases by using a strategy of choice (context clues, affixes, root words). (1.L.4b)</p> <ul style="list-style-type: none"> Writing Workshop: -I can provide a concluding sentence on my topic. I can elaborate on a topic with true facts. (1.W.2) 		Research Project (Junior Problem-Solving Project)	
Module 11 Genre Study: Nonfiction	1.RL.3 (not assessed)	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can read 1st grade level texts accurately and fluently to make meaning. (1.RF.4) Reading Workshop & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). Writing Workshop: -I can write an opinion piece with a clear topic. (1.W.1) 	What are the characteristics of narrative nonfiction?	<u>Formative Assessments</u> -Weekly Assessments -Module Assessments	3 Weeks
Module 12 Genre Study: Literary Texts	1.RI.4 1.RI.7 1.RL.3 1.RL.5	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> Foundational Skills: -I can recognize and read grade-appropriate irregularly spelled words. (1.RF.3g) Reading Workshop & Vocabulary: -I can use key details when describing the characters, setting and major events in a story. I can identify key details in the story (1.RL.3). Writing Workshop: -I can write an opinion piece with a clear topic. (1.W.1) 	What are the characteristics of realistic fiction?	<u>Formative Assessments</u> -Weekly Assessments -Module Assessments	3 Weeks

Essential Standards

1.L.4

1.RI.4

1.RI.7

1.RL.2

1.RL.3

1.RL.5

1.W.2

1.W.3