

Grade 1 English Language Arts Scope and Sequence

Quarter 1

Unit 1.1: Exploring Narratives, 20 Days

Focus Standards

Reading Standards for Literature

Key Ideas and Details

- 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.

Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading Standards: Foundational Skills

Print Concepts

- 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).

Phonological Awareness

- 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.

Writing Standards

Text Types and Purposes

- 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.

Speaking and Listening Standards

Comprehension and Collaboration

- 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).

Presentation of Knowledge and Ideas

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

Language Standards**Conventions of Standard English**

- 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.
- b. Use end punctuation for sentences.

Vocabulary Acquisition and Use

- 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*).

Recurring Standards**Reading Standards for Literature****Range of Reading and Level of Text Complexity**

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

Reading Standards for Informational Text**Range of Reading and Level of Text Complexity**

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

Unit 1.2: Informational Text Structure and Informative/Explanatory Writing, 20 Days

Focus Standards

Reading Standards for Informational Text

Craft and Structure

- 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.

Integration of Knowledge and Ideas

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

Reading Standards: Foundational Skills

Phonological Awareness

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

Phonics and Word Recognition

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

Fluency

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Writing Standards

Text Types and Purposes

- 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.

Research to Build and Present Knowledge

- 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 Standards

Presentation and Knowledge of Ideas

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 Standards

Conventions of Standard English

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

f. Use frequently occurring adjectives.

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.

Vocabulary Acquisition and Use

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).

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

Quarter 2

Unit 2.1: Ask and Answer Questions about Texts and Narrative Writing, 20 Days

Focus Standards

Reading Standards for Literature

Key Ideas and Details

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

Craft and Structure

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 Standards for Informational Text

Key Ideas and Details

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

Craft and Structure

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

Reading Standards: Foundational Skills

Phonological Awareness

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.

Phonics and Word Recognition

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.

Fluency

RF 1.4 Read with sufficient accuracy and fluency to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

- 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.

Production and Distribution of 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.

Speaking and Listening Standards

Comprehension and Collaboration

- 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.
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Language Standards

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Use singular and plural nouns and 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.

Vocabulary Acquisition and Use

- 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.

Support Standards

Reading Standards for Informational Text

Craft and Structure

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

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

Unit 2.2: Making Text Connections and Opinion Writing, 20 Days

Focus Standards

Reading Standards for Literature

Integration of Knowledge and Ideas

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

Reading Standards for Informational Text

Key Ideas and Details

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 Standards: Foundational Skills

Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
f. Read words with inflectional endings.

Writing Standards

Text Types and Purposes

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.

Speaking and Listening Standards

Comprehension and Collaboration

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

Language Standards

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- 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*).
 - f. Use frequently occurring adjectives.
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Vocabulary Acquisition and Use

- 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.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Support Standards

Reading Standards: Foundational Skills

Fluency

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Writing Standards

Text Types and Purposes

- 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.

Speaking and Listening Standards

Comprehension and Collaboration

- 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.

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

Quarter 3

Unit 3.1: Analyzing Text and Shared Research, 20 Days

Focus Standards

Reading Standards for Literature

Key Ideas and Details

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

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading Standards for Informational Text

Key Ideas and Details

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

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

Writing Standards

Text Types and Purposes

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.

Research to Build and Present Knowledge

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).

Speaking and Listening Standards

Comprehension and Collaboration

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

Language Standards

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing and 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*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Support Standards

Speaking and Listening Standards

Comprehension and Collaboration

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

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

Unit 3.2: Identify Central Message and Opinion Writing, 20 Days

Focus Standards

Reading Standards for Literature

Key Ideas and Details

- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.6 Identify who is telling the story at various points in a text.

Reading Standards for Informational Text**Key Ideas and Details**

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

Reading Standards: Foundational Skills**Phonics and Word Recognition**

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

Writing Standards**Text Types and Purposes**

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.

Speaking and Listening Standards**Comprehension and Collaboration**

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 Standards**Vocabulary Acquisition and Use**

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

Support Standards**Reading Standards: Foundational Skills****Fluency**

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Writing Standards

Text Types and Purposes

W.1.3 Identify who is telling the story at various points in a text.

Language Standards

Vocabulary Acquisition and Use

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*).

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

Quarter 4

Unit 4.1: Analyzing Literary Text and Narrative Writing, 20 Days

Focus Standards

Reading Standards for Literature

Craft and Structure

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.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

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

Writing Standards

Text Types and Purposes

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.

Production and Distribution of 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 collaboration with peers.

Speaking and Listening Standards

Comprehension and Collaboration

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

Presentation and Knowledge of Ideas

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 Standards

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
 - h. Use determiners (e.g., articles, demonstratives).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Support Standards

Reading Standards for Informational Text

Key Ideas and Details

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

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

Unit 4.2: Synthesizing Information and Research Writing, 20 Days

Focus Standards

Reading Standards for Informational Text

Integration of Knowledge and 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).

Reading Standards: Foundational Skills**Fluency**

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards**Text Types and Purposes**

- 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.

Production and Distribution of Writing

- 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.

Research to Build and Present Knowledge

- 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).

Speaking and Listening Standards**Presentation of Knowledge and Ideas**

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

Language Standards**Vocabulary Acquisition and Use**

- 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.

Support Standards**Reading Standards: Foundational Skills****Fluency**

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Recurring Standards

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

