

First Quarter

Reading Literature, Information, & Speaking and Listening

RL 5 Explain major differences between books that tell stories & books that give information, drawing on a wide reading of a range of text types

RL 6 Identify who is telling the story at various points in a text

RL 10 With prompting & support, read prose and poetry

RI 6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

RI 10 With prompting and support, read informational texts appropriately complex for grade 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

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

Fluency

FS4 Read with sufficient accuracy and fluency to support comprehension

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

Math

OA1 Use add. & sub. within 20 to solve wd problems involving adding to, taking from, putting together, taking apart, & comparing, with unknowns in all positions

OA2 Solve add. wd problems with 3 numbers, whose sum is less than or equal to 20

OA3 Apply properties of operations as strategies to add & subtract (8+3=11, 3+8=11; 2+6+4= 2+10)

OA4 Understand subtraction as an unknown addend problem (10-8...find number that makes 10 when added to 8)

OA5 Relate counting to addition & subtraction (count on)

OA6 Add & sub within 20...demonstrating fluency within 10 (counting on, making 10, decomposing leading to 10, relate add. & sub., create equivalent but easier or known sums)

Introduce only:

NBT1 Read, write, & count to 120

MD3 Tell & write time in hours and half-hours using analog & digital clocks

Foundational Skills & Vocabulary

FS1 Demonstrate understanding of the organization & basic features of print

- (a) Recognize the distinguishing features of a sentence (1st word, capitalization, end punctuation)

FS2 Demonstrate understanding of spoken words, syllables, & sounds

- (a) Distinguish long from short vowel sounds in spoken single-syllable words
(b) Orally produce single-syllable words by blending sounds, including consonant blends
(c) Isolate & pronounce initial, medial vowel, & final sounds in spoken single-syllable words
(d) Segment spoken single-syllable words into their complete sequence of individual sounds

FS3 Know & apply grade-level phonics & word analysis skills in decoding words

- (a) Know the spelling-sound correspondences for common consonant digraphs
(b) Decode regularly spelled one-syllable words
(g) Recognize & read grade-appropriate irregularly spelled words

V5 With guidance and support from adults, demonstrate understanding of word relationships & nuances in word meanings

- (a) Sort words into categories (colors, clothing)
(b) Define words by category & by one or more key attributes (*a duck is a bird that swims*)

V6 Use words & phrases acquired through conversations, reading & being read to, & responding to texts, including using frequently occurring conjunctions to signal simple relationships (*because*)

Writing & Language

W5 With guidance & support, focus on a topic, respond to questions, & suggestions from peers, & add details to strengthen writing

W6 With guidance & support, use a variety of digital tools to produce & publish writing, including in collaboration w/peers

W7 Participate in shared research & writing projects (how-to books & use them to write a sequence of instructions)

W8 With guidance & support, recall info from experiences or gather information from provided sources to answer a question

L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- (a) Print all upper/lowercase letters
(b) Use common, proper, & possessive nouns
(c) Use singular & plural nouns w/matching verbs in basic sentences (He hops; We hop)
(d) Use personal, possessive, & indefinite pronouns (I, me, my; they, them, their; anyone, everything)

L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- (a) Capitalize dates & names of people
(b) Use end punctuation for sentences
(c) Use commas in dates & to separate single wds in a series
(d) Use conventional spelling for words with common spelling patterns & for frequently occurring irregular words
(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Second Quarter

Reading Literature, Information, & Speaking and Listening

- RL.3 Describe characters, settings, & major events in a story, using key details
- RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- RL.10 With prompting & support, read prose and poetry

- RI.4 Ask & answer questions to help determine or clarify the meaning of words and phrases in a text
- RI.10 With prompting and support, read informational texts appropriately complex for grade 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
- (a) Follow agreed-upon rules for discussions (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.4 Describe people, places, things, & events with relevant details, expressing ideas and feelings clearly

Fluency

- FS.4 Read with sufficient accuracy and fluency to support comprehension
- (a) Read on-level text with purpose & understanding
- (b) Read on-level text orally w/accuracy, appropriate rate, & expression on successive readings.
- (c) Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Foundational Skills & Vocabulary

- FS.2 Demonstrate understanding of spoken words, syllables, and sounds
- (a) Distinguish long from short vowel sounds in spoken single-syllable words
- (b) Orally produce single-syllable words by blending sounds, including consonant blends
- (c) Isolate & pronounce initial, medial vowel, & final sounds in spoken single-syllable words
- (d) Segment spoken single-syllable words into their complete sequence of individual sounds
- FS.3 Know & apply grade-level phonics & word analysis skills in decoding words
- (a) Know the spelling-sound correspondences for common consonant digraphs
- (b) Decode regularly spelled one-syllable words
- (c) Know final -e & 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
- (e) Decode 2-syllable words following basic patterns by breaking the words into syllables.
- (f) Read words with inflectional endings
- (g) Recognize & read grade-appropriate irregularly spelled words

- V.5 With guidance and support from adults, demonstrate understanding of word relationships & nuances in word meanings
- (a) Sort words into categories (colors, clothing)
- (b) Define words by category & by one or more key attributes (a *duck* is a bird that swims)
- V.6 Use words & phrases acquired through conversations, reading & being read to, & responding to texts, including using frequently occurring conjunctions to signal simple relationships (*because*)

Writing & Language

- W.3 Narratives: short sequence of events; details to describe actions, thoughts, feelings; temporal words to signal event order, and provide sense of closure
- W.5 With guidance & support, focus on a topic, respond to questions, & suggestions from peers, & add details to strengthen writing
- W.6 With guidance & support, use a variety of digital tools to produce & publish writing, including in collaboration w/peers
- W.7 Participate in shared research & writing projects (how-to books & use them to write a sequence of instructions)
- W.8 With guidance & support, recall info from experiences or gather information from provided sources to answer a question

- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- (e) Use verbs to convey a sense of past, present, & future (*Yesterday I walked home. Today I walk home.*)
- (f) Use frequently occurring adjectives
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- (a) Capitalize dates & names of people
- (b) Use end punctuation for sentences
- (c) Use commas in dates & to separate single words in a series
- (d) Use conventional spelling for words with common spelling patterns & for frequently occurring irregular words
- (e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Math

- OA.1 Use add. & sub. within 20 to solve wd problems
- OA.2 Solve add. wd problems with 3 numbers, sum less than 20
- OA.3 Apply properties of operations as strategies to add & subtract ($8+3=11$, $3+8=11$; $2+6+4=2+10$)
- OA.4 Understand sub. as an unknown addend problem ($10-8$...find number that makes 10 when added to 8)
- OA.5 Relate counting to addition & subtraction (count on)
- OA.6 Add & sub within 20...fluency within 10 (counting on, making 10, decomposing leading to 10, relate add & sub, create equivalent but easier or known sums)
- OA.7 Understand the meaning of equal sign & determine if +, - equations are true or false
- OA.8 Determine unknown whole number in +, - equations relating three whole numbers ($8+?=11$)

- NBT.1 Read, write, & count to 120
- NBT.2 Understand that the 2 digits of a 2-digit number represent amounts of tens and ones (10 is a bundle of 10 ones; 11-19 are 10 & ___ ones; multiples of ten are ___ tens and 0 ones)
- NBT.3 Compare two 2-digit numbers based on meanings of the tens & ones digits, making comparisons with $<$ $>$ $=$

Reading Literature, Information, & Speaking and Listening

- RL 1 Ask and answer questions about key details in a text
RL 7 Use illustrations and details in a story to describe its characters, setting, or events.
RL 10 With prompting & support, read prose and poetry

- RI 1 Ask and answer questions about key details in a text
RI 3 Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI 5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI 7 Use the illustrations & details in a text to describe its key ideas
RI 10 With prompting and support, read informational texts appropriately complex for grade 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
(a) Follow agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under discussion)
SL 2 Ask & answer questions about what a speaker says in order to gather additional info or clarify something that isn't understood
SL 5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, feelings.

Fluency

- FS4 Read with sufficient accuracy and fluency to support comp.
(a) Read on-level text with purpose & understanding
(b) Read on-level text orally w/accuracy, appropriate rate, & expression on successive readings.
(c) Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Quarter 3

Foundational Skills & Vocabulary

- FS3 Know & apply grade-level phonics & word analysis skills in decoding words
(a) Know the spelling-sound correspondences for common consonant digraphs
(b) Decode regularly spelled one-syllable words
(c) Know final -e & 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
(e) Decode 2-syllable words following basic patterns by breaking the words into syllables.
(f) Read words with inflectional endings
(g) Recognize & read grade-appropriate irregularly spelled words

- V4 Determine or clarify the meaning of unknown & multi-meaning words & phrases
(a) Use sentence-level context as a clue to the meaning
(b) Use frequently occurring affixes as a clue to the meaning
(c) Identify frequently occurring root words & inflectional endings

- V5 With guidance and support from adults, demonstrate understanding of word relationships & nuances in word meanings
(c) Identify real-life connections b/w words & their use (*places that are cozy*)
(d) Distinguish shades of meaning among differing verbs (look, peek, glance, stare, scowl, glare) & adjectives differing in intensity (big gigantic) by defining or choosing them or by acting out the meanings

Math - NBT

- NBT4 Add within 100, including adding a 2-digit # & a 1-digit #, & adding a 2-digit # & a multiple of 10, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship b/w addition & subtraction; relate the strategy to a written method & explain the reasoning used. Understand that in adding 2-digit #s, add tens & tens, ones & ones; & sometimes it's necessary to compose 10
NBT5 Given a 2-digit #, mentally find 10 more or 10 less than the #, without having to count; explain the reasoning used
NBT6 Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90 (positive or 0 differences), using concrete models or drawings & strategies based on place value, properties of operations, and/or the the relationship between addition & subtraction; relate the strategy to a written method and explain the reasoning used.

Writing & Language

- W2 Informative/Explanatory: Introduce topic; use facts & definitions to develop points; provide concluding statement or section.
W5 With guidance & support, focus on a topic, respond to questions, & suggestions from peers, & add details to strengthen writing
W6 With guidance & support, use a variety of digital tools to produce & publish writing, including in collaboration w/peers
W7 Participate in shared research & writing projects (how-to books & use them to write a sequence of instructions)
W8 With guidance & support, recall info from experiences or gather information from provided sources to answer a question

- L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
(g) Use frequently occurring conjunctions (and but or so b/c)
(h) Use determiners (articles & demonstratives)
(i) Use frequently occurring prepositions (during, beyond)

- L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
(a) Capitalize dates & names of people
(b) Use end punctuation for sentences
(c) Use commas in dates & to separate single words in a series
(d) Use conventional spelling for words with common spelling patterns & for frequently occurring irregular words
(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Math - MD

- MD1 Order 3 objects by length; compare the lengths of 2 objects indirectly by using a third object
MD2 Express the length of an object as a whole number of length units, by laying multiple copies of a short object end to end; understand that the length measurement of an objects is the number of same-size length units that span it w/no gaps or overlaps
MD3 Tell and write time in hours and half-hours using analog and digital clocks
MD4 Organize, represent, & interpret data with up to 3 categories; ask & answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Quarter 4

Reading Literature, Information, & Speaking and Listening

- RL 2 Retell stories, including key details, & demonstrate understanding of their central message or lesson
- RL 9 Compare and contrast the adventures and experiences of characters in stories
- RL 10 With prompting & support, read prose and poetry

- RI 2 Identify the main topic & retell key details of a text
- RI 8 Identify the reasons an author gives to support points in a text
- RI 9 Identify basic similarities in & differences between two texts on the same topic (in illustrations, descriptions, or procedures)
- RI 10 With prompting and support, read informational texts appropriately complex for grade 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
 - (a) Follow agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under discussion)
 - (c) Ask questions to clear up any confusion about the topics and texts under discussion
- SL 3 Ask & answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- SL 6 Produce complete sentences when appropriate to task & situation (see Language standards 1 & 3)

Fluency

- FS4 Read with sufficient accuracy and fluency to support comp.
 - (a) Read on-level text with purpose & understanding
 - (b) Read on-level text orally w/accuracy, appropriate rate, & expression on successive readings.
 - (c) Use context to confirm or self-correct word recognition & understanding, rereading as necessary

Foundational Skills & Vocabulary

- FS3 Know & apply grade-level phonics & word analysis skills in decoding words
 - (a) Know the spelling-sound correspondences for common consonant digraphs
 - (b) Decode regularly spelled one-syllable words
 - (c) Know final -e & common vowel team conventions for representing long vowel sounds
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 - (e) Decode 2-syllable words following basic patterns by breaking the words into syllables.
 - (f) Read words with inflectional endings
 - (g) Recognize & read grade-appropriate irregularly spelled words

- V4 Determine or clarify the meaning of unknown & multi-meaning words & phrases
 - (a) Use sentence-level context as a clue to the meaning
 - (b) Use frequently occurring affixes as a clue to the meaning
 - (c) Identify frequently occurring root words & inflectional endings
- V5 With guidance and support from adults, demonstrate understanding of word relationships & nuances in word meanings
 - (c) Identify real-life connections b/w words & their use (*places that are cozy*)
 - (d) Distinguish shades of meaning among differing verbs (look, peek, glance, stare, scowl, glare) & adjectives differing in intensity (big gigantic) by defining or choosing them or by acting out the meanings

Writing & Language

- W1 Opinion – writing should introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking wds (because, and, also) to connect opinion & reasons, & provide a concluding statement or section
- W5 With guidance & support, focus on a topic, respond to questions, & suggestions from peers, & add details to strengthen writing
- W6 With guidance & support, use a variety of digital tools to produce & publish writing, including in collaboration w/peers
- W7 Participate in shared research & writing projects (how-to books & use them to write a sequence of instructions)
- W8 With guidance & support, recall info from experiences or gather information from provided sources to answer a question

- L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - (j) Produce & expand complete simple & compound declarative, interrogative, imperative, & exclamatory sentences in response to prompts
- L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - (a) Capitalize dates & names of people
 - (b) Use end punctuation for sentences
 - (c) Use commas in dates & to separate single words in a series
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Math

- G1 Distinguish between defining attributes (triangles are closed and three-sided) versus non-defining attributes (color, orientation, overall size); build and draw shapes to possess defining attributes
- G2 Compose 2-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, & quarter circles) or 3-dimensional shapes (cubes, right rectangular prisms, right circular cones, & right circular cylinders) to create a composite shape, and compose new shapes from the composite shape
- G3 Partition circles & rectangles into 2 and 4 equal shares, describe the shares using the words *halves*, *fourths*, & *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares