

Chariho Grade 1 ELA

Table of Contents

[Module 1](#)

[Module 2](#)

[Module 3](#)

[Module 4](#)

[Module 5](#)

[Module 6](#)

[Module 7](#)

[Module 8](#)

[Module 9](#)

[Module 10](#)

Grade 1, Module 1
Nice to Meet You!

Overview

Number of Instructional Days: 15

Essential Question: How can making new friends and learning new things help us?

Writing Type: Oral Story

In this module, children will read about how the people they meet and the experiences they have can help them. Children will read about the different activities they can do at school. They also will read about what makes a good friend, the many different types of friends they can have, and what makes each person special.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Story Structure ● Elements of Poetry ● Ask and Answer Questions ● Author’s Purpose ● Monitor and Clarify ● Make Inferences ● Topic and Central Idea ● Characters 	<p>Phonological Awareness: Blend Onset and Rime, Segment Syllables, Onset/Rime, Alliteration; Isolate Phonemes, Blend Phonemes, Segment Onset and Rime, Alliteration; Segment Phonemes, Segment Phonemes, Isolate Phonemes: Identify Vowel</p> <p>Concepts of Print: Letters, Words, and Sentences Directionality, End Punctuation</p> <p>Phonics: Consonants m, s, t, b, Short a, Consonants n, d, p, c /k/; Short a, Consonants r, f, s /z/; Short i, Inflection -s</p> <p>Spelling: short a, short i</p> <p>High Frequency Words</p> <p>Fluency: Accuracy and Self-Correction, Reading Rate, Phrasing</p>	<p>Narrative</p> <p>Grammar: Common Nouns: People and Animals, Common Nouns: Places and Things, Action Verbs</p>

Handwriting

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Manuscript: a, d
- Pencil Grip and Paper Position
- Manuscript: i, l, t

Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.5](#) Identify characteristics of common types of stories, including folktales and fairy tales
Produce writing in which the development and organization are appropriate to task, purpose, and audience.

For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, “The Fox’s Foray,” noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, “The Fox Went Out One Chilly Night,” they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres,

cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- 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 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.

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

[RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

- b. Read grade-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.

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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5)

[Writing Standards in Action](#)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

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. in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

- a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

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

W.1.10 Write routinely for a range of tasks, purposes, and audiences.

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.

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

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

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

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- e. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- d. Use verbs in sentences to convey a sense of past, present, and future.
- e. Use common, proper, and possessive nouns.
- f. ~~Use personal, possessive, and indefinite pronouns.~~
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

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

- a. Print legibly all upper- and lowercase letters.
- b. Use end punctuation for sentences.
- e. ~~Capitalize the names of months and people.~~
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

- [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.
- ~~Use sentence-level context as a clue to the meaning of a word or phrase.~~
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- [L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - ~~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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 2
My Family, My Community

Overview

Number of Instructional Days: 15

Essential Question: How does everyone in my family and community make them special?

Writing Type: Descriptive Essay

This module describes communities as special places to live. It explains how the people who live there, including family members, work together to make it better for everyone.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power Words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Ideas and Support ● Text Organization ● Retell ● Setting ● Summarize ● Text Features ● Make Connections ● Content-Area Words ● Ask and Answer Questions ● Text Organization 	<p>Phonological Awareness: Blend Onset and Rime, Blend Phonemes, Segment Onset/Rime, Segment Phonemes, Alliteration; Isolate Phonemes</p> <p>Concepts of Print: Words in Sentences, Commas, Quotation Marks</p> <p>Phonics: Identify Vowel Consonants g, k; Review Short a, i, Consonants l, h; Short o; Review Short a, i, o, Consonants w, j, y, v; Short u; Review short i, o, u</p> <p>Spelling: Short i, Short o, Short u</p> <p>High Frequency Words</p> <p>Fluency: Expression, Intonation, Accuracy and Self-Correction</p>	<p>Descriptive Essay</p> <p>Grammar: Adjectives: Size, Shape; Articles, Adjectives: Color and Number, Complete Sentences</p>
Handwriting		
<p>Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation</p>		

and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Paper Position and Left-to-Right Directionality
- Manuscript: g, o
- Manuscript: q, u

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.6](#) Identify who is telling the story at various points in a text.

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories,

students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

- [RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)
- [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.
- [RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.
- [RI.1.8](#) Identify the reasons an author gives to support points in a text.
- [RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.
- [RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).
- [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).
- Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds, including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - 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.
- ~~Know the spelling-sound correspondences for common consonant digraphs.~~
 - Decode regularly spelled one-syllable words.
 - ~~Know final e and common vowel team conventions for representing long vowel sounds.~~
 - ~~Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.~~
 - ~~Decode two-syllable words following basic patterns by breaking the words into syllables.~~
 - ~~Read words with inflectional endings.~~
 - Recognize and read grade-appropriate irregularly spelled words.
- [RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5)
Writing Standards in Action

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

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. in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

b. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

W.1.10 Write routinely for a range of tasks, purposes, and audiences.

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.

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

[SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- e. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- d. Use verbs in sentences to convey a sense of past, present, and future.
- e. Use common, proper, and possessive nouns.
- f. Use personal, possessive, and indefinite pronouns.
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print legibly all upper- and lowercase letters.
- b. Use end punctuation for sentences.
- c. Capitalize the names of months and people.
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

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

- [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).
 - ~~d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peck, 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 3
Amazing Animals

Overview

Number of Instructional Days: 15

Essential Question: How do animals’ bodies help them?

Writing Type: Research Essay

In this module, children will discover many details about animals as they read both nonfiction and fiction selections. These texts encourage readers to be curious as they investigate animal life.

Children will learn about the various characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. After reading the module’s texts, children should have a greater appreciation the diversity of the animal kingdom.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Text Features ● Ask and Answer Questions ● Story Structure ● Text Organization ● Create Mental Images ● Point of View ● Monitor and Clarify ● Summarize 	<p>Phonological Awareness: Blend Phonemes, Isolate, Segment Phonemes, Identify, Produce Rhyme, Isolate Phonemes: Identify Vowel, Alliteration, Digraphs</p> <p>Concepts of Print: Letters, Words, and Sentences, End Punctuation, Dialogue</p> <p>Phonics:Consonants qu /kw/, s, z; Short e; Review Short e, i, o, Double Final Consonants; Consonants ck /k/, Consonant digraph sh; Review s and sh</p> <p>Spelling: Short e, Double Final Consonants, Consonant Digraph sh</p> <p>High Frequency Words</p> <p>Fluency: Reading Rate, Expression, Phrasing</p>	<p>Research Essay</p> <p>Grammar: Sentence Parts Statements, Singular and Plurals</p>

Handwriting

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Manuscript: e, f
- Manuscript: s
- Left to Right Directionality
- Manuscript: b, h, r

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.6](#) Identify who is telling the story at various points in a text.

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

[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.

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- 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 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.

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

- 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..

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.

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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5)

[Writing Standards in Action](#)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

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. in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

- c. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

W.1.10 Write routinely for a range of tasks, purposes, and audiences.

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.

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

[SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

[SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- d. Use verbs in sentences to convey a sense of past, present, and future.
- e. ~~Use common, proper, and possessive nouns.~~
- f. ~~Use personal, possessive, and indefinite pronouns.~~
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print legibly all upper- and lowercase letters.
- b. ~~Use end punctuation for sentences.~~
- c. Capitalize the names of months and people.
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

[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.1.5 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).
- 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 4
Better Together

Overview

Number of Instructional Days: 15

Essential Question: Why is it important to do my best and get along with others?

Writing Type: Procedural Text

Playing games and doing fun things with other people is part of being a child. In this module, children will listen to and read stories and informational texts about getting along and being a good sport. They will discover that playing games is a great way to spend time with friends and get healthy exercise, too!

As children explore this topic, they will also learn about the importance of playing fairly and persevering when things get challenging.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Ideas and Support ● Topic and Central Idea ● Evaluate ● Point of View ● Synthesize ● Text Features ● Retell ● Characters ● Make Connections ● Theme 	<p>Phonological Awareness: Alliteration: Digraphs, Blend Phonemes, Segment Phonemes, Manipulate Phonemes: Change Segment, Count Phonemes, Manipulate Phonemes: Add, Change</p> <p>Concepts of Print: Words in Sentences, Directionality, Capitalization</p> <p>Phonics: Consonant Digraph ch; Review ch, sh, Consonant Digraphs th, wh: Trigraph -tch; Inflections -s, -es, Initial Blends with s; Review sh, th, st</p> <p>Spelling: Consonant Digraph ch, Consonant Digraph th, wh, Initial Blends with s</p> <p>High Frequency Words</p> <p>Fluency: Intonation, Accuracy and Self-Correction, Reading Rate</p>	<p>Procedural Text</p> <p>Grammar: Prepositions and Prepositional Phrases, Proper Nouns, Commands</p>

Handwriting

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Manuscript: c
- Letter Spacing and Legibility
- Manuscript: k, v, w
- Manuscript: j, p

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.5](#) Identify characteristics of common types of stories, including folktales and fairy tales
For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, “The Fox’s Foray,” noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, “The Fox Went Out One Chilly Night,” they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)

[RL.1.6](#) Identify who is telling the story at various points in a text.

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.
For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

[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.

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.8](#) Identify the reasons an author gives to support points in a text.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- 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 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.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final-e and common vowel team conventions for representing long vowel sounds.
 - ~~Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.~~
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words..

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

- [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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5) [Writing Standards in Action](#)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, [Writing Standards in Action](#). (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

- [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.in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

d. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

- [W.1.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and

audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

- [W.1.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [W.1.7](#) Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- [W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [W.1.10](#) Write routinely for a range of tasks, purposes, and audiences.
- [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.
- 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).
 - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- [SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- [SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)
- [SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- [SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
- [L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- Sentence Structure and Meaning*
- Produce and expand simple and compound sentences.
 - Demonstrate understanding that a question is a type of sentence.
 - ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~
- Word Usage*
- Use verbs in sentences to convey a sense of past, present, and future.
 - ~~Use common, proper, and possessive nouns.~~
 - ~~Use personal, possessive, and indefinite pronouns.~~
 - Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

- [L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Print legibly all upper- and lowercase letters.
 - ~~Use end punctuation for sentences.~~
 - Capitalize the names of months and people.
 - ~~Use commas in dates and to separate individual words in a series.~~
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
 - Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.
- [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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - ~~Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).~~
- [L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- ~~Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.~~
 - ~~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).~~
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - ~~Distinguish shades of meaning among verbs differing in manner (e.g., look, peck, 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 5
Now You See It, Now You Don't

Overview

Number of Instructional Days: 15

Essential Question: Why do light and dark come and go?

Writing Type: Imaginative Story

This module describes how sources of light affect people. It explains the relationship between Earth and the sun. Children learn that the rotation of Earth causes night and day. They also learn how the seasons change as Earth revolves around the sun.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Text Features ● Make Inferences ● Story Structure ● Make and Confirm Predictions ● Make Connections ● Ideas and Support ● Topic and Central Idea ● Make and Confirm Predictions ● Theme 	<p>Phonological Awareness: Blend Phonemes, Manipulate Phonemes: Add, Segment, Count Phonemes, Manipulate Phonemes: Delete, Manipulate Phonemes: Change</p> <p>Concepts of Print: Directionality, Commas, Letters, Words, and Sentences</p> <p>Phonics Initial Blends with l, Review st, sl, fl, cl, Initial Blends with r, Compound Words, Final Blends, Inflection -ed</p> <p>Spelling: Initial Blends with l, Initial Blends with r, Final Blends</p> <p>High Frequency Words</p> <p>Fluency: Expression, Phrasing, Intonation</p>	<p>Imaginative Story</p> <p>Grammar: Subject and Verbs, Verbs and Time, The Verb Be</p>
Handwriting		
<p>Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher's Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A</p>		

routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Manuscript: m, n,
- Legibility
- Manuscript: H, I, L, T
- Manuscript: F, P, D

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.5](#) Identify characteristics of common types of stories, including folktales and fairy tales
For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, “The Fox’s Foray,” noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, “The Fox Went Out One Chilly Night,” they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.
For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[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.

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.8](#) Identify the reasons an author gives to support points in a text.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- ~~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 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.

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

[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.
- e. ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~

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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5)
Writing Standards in Action

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

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. in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

- e. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

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

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

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

W.1.10 Write routinely for a range of tasks, purposes, and audiences.

- [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.
- 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).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.

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

[SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- Produce and expand simple and compound sentences.
- Demonstrate understanding that a question is a type of sentence.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)

Word Usage

- Use verbs in sentences to convey a sense of past, present, and future.
- ~~Use common, proper, and possessive nouns.~~
- ~~Use personal, possessive, and indefinite pronouns.~~
- Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Print legibly all upper- and lowercase letters.
- Use end punctuation for sentences.
- ~~Capitalize the names of months and people.~~
- ~~Use commas in dates and to separate individual words in a series.~~
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and

Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

- [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.1.5](#) 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).
 - ~~e. 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 6
Celebrate America

Overview

Number of Instructional Days: 15

Essential Question: What do holidays and symbols tell about our country?

Writing Type: Personal Narrative

Children in first grade are ready to examine the purposes for celebrating patriotic holidays and symbols. In this module, they explore why people sing patriotic songs. In addition, they learn about a variety of patriotic topics, including monuments, the Liberty Bell and other U.S. symbols, and the nation’s presidents.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Text Features ● Elements of Poetry ● Make and Confirm Predictions ● Elements of Drama ● Point of View ● Evaluate ● Ideas and Support ● Make Connections ● Text Organization ● Create Mental Images ● Story Structure 	<p>Phonological Awareness: Blend Phonemes, Isolate Phonemes: Identify Vowel, Segment Phonemes, Identify, Produce Rhyme, Manipulate Phonemes: Delete</p> <p>Concepts of Print: Words in Sentences, Capitalization, Dialogue</p> <p>Phonics Long e, i, o (CV), Possessives with ‘s, Long a (VCe), Soft c, Long i, o (VCe), Silent Letters kn, wr</p> <p>Spelling: CV Pattern, Question Words, Long a (VCe), Long i, o (VCe)</p> <p>High Frequency Words</p> <p>Fluency: Accuracy and Self-Correction, Reading Rate, Expression</p>	<p>Personal Narrative</p> <p>Grammar: Questions, Compound Sentences, Names of Months, Days, and Holidays</p>

Handwriting

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Sentence Writing: Word Spacing
- Manuscript: A, M, N
- Manuscript: C, O, Q

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.5](#) Identify characteristics of common types of stories, including folktales and fairy tales
For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, “The Fox’s Foray,” noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, “The Fox Went Out One Chilly Night,” they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.
For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See

Resources for Implementing the Pre K-5 Standards from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

[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.

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.8](#) Identify the reasons an author gives to support points in a text.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- 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 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.

- a. Know the spelling-sound correspondences for common consonant digraphs.

- b. Decode regularly spelled one-syllable 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.~~
- ~~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..

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.

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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5)
[Writing Standards in Action](#)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

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.in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

- a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

- [W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [W.1.10](#) Write routinely for a range of tasks, purposes, and audiences.
- [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.
- 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).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- [SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- [SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)
- [SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- [SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
- [L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- Sentence Structure and Meaning*
- Produce and expand simple and compound sentences.
 - Demonstrate understanding that a question is a type of sentence.
 - ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~
- Word Usage*
- Use verbs in sentences to convey a sense of past, present, and future.
 - Use common, proper, and possessive nouns.
 - ~~Use personal, possessive, and indefinite pronouns.~~
 - Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
- [L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Print legibly all upper- and lowercase letters.
 - ~~Use end punctuation for sentences.~~
 - ~~Capitalize the names of months and people.~~
 - ~~Use commas in dates and to separate individual words in a series.~~

- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

[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.1.5](#) 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 eat with stripes).~~
- 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.~~

[L.1.6](#) Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 7
The Big Outdoors

Overview

Number of Instructional Days: 15

Essential Question: How do things in nature change?

Writing Type: Poem

In this module, children will examine a variety of environments and natural changes in the world. They also will grow to recognize the importance of recycling and protecting the land.

Children will discover that they can use their observation skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle. They will reinforce their knowledge through a variety of text genres, including an engaging song to wrap up the module.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Ideas and Support ● Text Organization ● Make Inferences ● Point of View ● Setting ● Monitor and Clarify ● Topic and Central Idea ● Summarize ● Text Organization ● Topic and Central Idea ● Synthesize ● Content-Area Words 	<p>Phonological Awareness: Blend Phonemes, Manipulate Phonemes: Change, Segment Phonemes, Identify, Produce Rhyme, Produce Rhyme</p> <p>Concepts of Print: Words in Sentences, Directionality, End Punctuation</p> <p>Phonics</p> <ul style="list-style-type: none"> ● Long u (VCe) ● Soft g (d, dge) ● Long e (ea, ee) ● Short e (ea) ● Long a (ai, ay) ● Contractions with ‘m, ‘s, n’t, ‘ll <p>Spelling: Initial Blends with l, Initial Blends with r, Final Blends</p> <p>High Frequency Words</p> <p>Fluency: Intonation, Phrasing, Accuracy and Self-Correction</p>	<p>Poetry</p> <p>Grammar: Future Tense Subject Pronouns The Pronouns I and Me</p>

Handwriting

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Manuscript: S, U
- Manuscript: B, E
- Manuscript: Xx, Yy, Zz

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.6](#) Identify who is telling the story at various points in a text.

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous

in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

- [RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)
- [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.
- [RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.
- [RI.1.8](#) Identify the reasons an author gives to support points in a text.
- [RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.
- [RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).
- [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).
- Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds, including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - 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.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final-e and common vowel team conventions for representing long vowel sounds.
 - ~~Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.~~
 - ~~Decode two-syllable words following basic patterns by breaking the words into syllables.~~
 - Read words with inflectional endings.
 - 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.

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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

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. in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

- b. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

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

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

W.1.10 Write routinely for a range of tasks, purposes, and audiences.

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.

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

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- e. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- d. ~~Use verbs in sentences to convey a sense of past, present, and future.~~
- e. ~~Use common, proper, and possessive nouns.~~
- f. Use personal, possessive, and indefinite pronouns.
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print legibly all upper- and lowercase letters.
- b. ~~Use end punctuation for sentences.~~
- e. ~~Capitalize the names of months and people.~~
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

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

[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).
- 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 8
Tell Me a Story

Overview

Number of Instructional Days: 15

Essential Question: What lessons can we learn from stories

Writing Type: Personal Narrative

In this module, children will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present.

Children will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Children will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Text Features ● Theme ● Create Mental Images ● Characters ● Make Connections ● Elements of Drama ● Make Inferences ● Setting ● Synthesize ● Topic and Central Ideas ● Characters 	<p>Phonological Awareness: Blend Phonemes, Isolate Phonemes: Identify Vowel, Segment Phonemes, Manipulate Phonemes: Add, Manipulate Phonemes: Delete, Manipulate Phonemes: Change, Segment, Count Phonemes</p> <p>Concepts of Print: Capitalization Letters, Words, and Sentences</p> <p>Phonics: Long o (oa, ow), Long o, i (oe, ie), Long i (igh, y), Long i, o, r-controlled vowel ar, Two syllable words: VCCV Pattern</p> <p>Spelling: Long o, Long i Patterns, r-controlled vowel ar</p> <p>High Frequency Words</p> <p>Fluency: Reading Rate, Expression, Phrasing</p>	<p>Personal Narrative</p> <p>Grammar: Possessive Pronouns, Indefinite Pronouns, Contractions</p>

Handwriting		
<p>Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.</p> <ul style="list-style-type: none"> ● Manuscript: V, W ● Manuscript: G, K ● Manuscript: J, R 		

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

[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.

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- 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 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.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable 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.
- 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..
- [RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~
- [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.
- A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)*
- [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.in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
- For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).
- [W.1.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- [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.
- (Begins in grade 3).
 - Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1).
- [W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [W.1.10](#) Write routinely for a range of tasks, purposes, and audiences.
- [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.
- 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).
 - ~~Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.~~
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- [SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or

clarify something that is not understood.

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- e. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- d. ~~Use verbs in sentences to convey a sense of past, present, and future.~~
- e. ~~Use common, proper, and possessive nouns.~~
- f. ~~Use personal, possessive, and indefinite pronouns.~~
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print legibly all upper- and lowercase letters.
- b. ~~Use end punctuation for sentences.~~
- c. ~~Capitalize the names of months and people.~~
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

[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.1.5](#) 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).
 - d. ~~Distinguish shades of meaning among verbs differing in manner (e.g., *look, peck, 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 9
Grow, Plants, Grow

Overview

Number of Instructional Days: 15

Essential Question: What do plants need to live and grow?

Writing Type: Descriptive Essay

An excellent way for children to learn about growth, development, and change is through the study of plants. Children can read about a variety of plants and watch them “grow” before their very eyes. In this module, they will learn about the life cycles and characteristics of plant life as they read informational texts, fiction, and poetry.

Children will explore the great variety in the plant world as well as how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Elements of Poetry ● Evaluate ● Text Organization ● Story Structure ● Monitor and Clarify ● Elements of Poetry ● Retell ● Text Features ● Ask and Answer Questions ● Chronological Order 	<p>Phonological Awareness: Segment, Count Syllables, Segment, Count Phonemes, Blend Phonemes, Segment, Count Phonemes, Add Syllables, Delete Syllables</p> <p>Concepts of Print: Words in Sentences, End Punctuation, Letters, Words, and Sentences</p> <p>Phonics: r-controlled vowels or, ore, Two-Syllable Words; r-controlled ar, or r-controlled vowels er, ir, ur, Two-Syllable Words; r-controlled vowels, VCCV Pattern, Final Blends ng, nk; Inflection -ing, Review inflections -s, -es</p> <p>Spelling: r-controlled vowels or, ore, r-controlled vowels er, ir, ur, Final Blends; Inflection -s, -es</p> <p>High Frequency Words</p> <p>Fluency: Intonation, Accuracy and Self-Correction, Reading Rate</p>	<p>Descriptive Essay</p> <p>Grammar: Exclamations, Kinds of Sentences, Adjectives: The Senses</p>

Handwriting

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Sentence Writing: Word Spacing
- Legibility
- Pencil Grip and Legibility

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.5](#) Identify characteristics of common types of stories, including folktales and fairy tales
For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, “The Fox’s Foray,” noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, “The Fox Went Out One Chilly Night,” they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[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.

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.8](#) Identify the reasons an author gives to support points in a text.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- ~~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 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.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable 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.
- 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..
- [RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [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.
- A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)*
- [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.in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
- For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).
- [W.1.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- [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.
- (Begins in grade 3).
 - Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1).
- [W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [W.1.10](#) Write routinely for a range of tasks, purposes, and audiences.
- [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.
- 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).
 - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- [SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or

clarify something that is not understood.

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- ~~d. Use verbs in sentences to convey a sense of past, present, and future.~~
- e. Use common, proper, and possessive nouns.
- f. ~~Use personal, possessive, and indefinite pronouns.~~
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print legibly all upper- and lowercase letters
- b. ~~Use end punctuation for sentences.~~
- c. ~~Capitalize the names of months and people.~~
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

[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.1.5](#) 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).
- 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 1, Module 10
Dare to Dream

Overview

Number of Instructional Days: 15

Essential Question: How can thinking in new ways help to solve problems?

Writing Type: Biographical Essay

In this module, children will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things.

Children will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Power words ● Oral Language ● Generative Vocabulary ● Vocabulary Strategy ● Topic and Central Idea ● Retell ● Setting ● Make Inferences ● Theme ● Create Mental Images ● Elements of Poetry ● Text Organization ● Make Connections ● Characters ● Topic and Central Idea 	<p>Phonological Awareness: Segment, Count Syllables, Blend Syllables , Blend Phonemes, Segment Phonemes</p> <p>Concepts of Print: Directionality, Commas, End Punctuation</p> <p>Phonics: Contractions with ‘ve, ‘re, Suffixes -er, -est, Vowel Pattern oo (/oo/), Consonant +le, Vowel Patterns /oo/ (oo, ou, ew), Vowel Patterns /oo/ (ue, u)</p> <p>Spelling: Contractions with ‘m, ‘s, n’t, ‘ll, Words with oo (/oo/), Vowel Patterns: /oo/</p> <p>High Frequency Words</p> <p>Fluency: Intonation, Phrasing, Expression</p>	<p>Biographical Essay</p> <p>Grammar: Adverbs, Adjectives that Compare, Spelling</p>
Handwriting		

Grade 1 focuses on print handwriting through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as pencil grip, paper position, letter proportion, and letter/word spacing. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

- Lowercase Letters with Ascenders
- Relative Sizes: Uppercase and Lowercase
- Alignment: Midpoints of Letters

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.1.1](#) Ask and answer questions about key details in a text.

[RL.1.2](#) Retell stories, including key details and demonstrate understanding of their central message or lesson.

[RL.1.3](#) Describe characters, settings and major events in a story, using key details.

[RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

[RL.1.10](#) With prompting and support read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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.

Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Cesar Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

[RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic.

[RI.1.10](#) With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See *Resources for Implementing the Pre K-5 Standards* from the Massachusetts English Language Arts and Literacy Grades Pre K-12 [Massachusetts Curriculum Frameworks- 2017](#)).

[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).

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

- ~~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 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.

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

[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.
- ~~e. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~

[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.

“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panera Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5) [Writing Standards in Action](#)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics 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.

A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, [Writing Standards in Action](#). (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

[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. in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

e. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).

[W.1.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

[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.

a. (Begins in grade 3).

b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1).

[W.1.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

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

[W.1.10](#) Write routinely for a range of tasks, purposes, and audiences.

[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.

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

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4-6 for specific expectations regarding vocabulary.)

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

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. ~~Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)~~

Word Usage

- d. Use verbs in sentences to convey a sense of past, present, and future.
- e. Use common, proper, and possessive nouns.
- f. ~~Use personal, possessive, and indefinite pronouns.~~
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

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

- a. Print legibly all upper- and lowercase letters.
- b. Use end punctuation for sentences.
- c. ~~Capitalize the names of months and people.~~
- d. ~~Use commas in dates and to separate individual words in a series.~~
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling Conventions.
- g. Writes numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understands that numbers are also written as words; write words for numbers from one to ten.

- [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.
- ~~Use sentence-level context as a clue to the meaning of a word or phrase.~~
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - ~~Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).~~
- [L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - ~~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).~~
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - ~~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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)