

ELA Pacing Guide

2019-2020



1st Grade

The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson ReadyGEN, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in ReadyGEN Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within ReadyGen curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzMERIT content limits and task demands.

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's K-5 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes: phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
<p style="text-align: center;">Word Study/ Reading Foundational Skills (15-20 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p>	<ul style="list-style-type: none"> • Phonological Awareness/Phonics • Specific and Immediate Feedback Explicitly and Systematically Model: • Phonograms • Segmenting • Decoding • Blending • Sight Words • Syllable Rules and Patterns • Morphology 	<ul style="list-style-type: none"> • Read and write phonograms • Apply phonogram sounds in order to decode and read words fluently • Write words using knowledge of phonograms and spelling patterns • Identify, sort, divide, and read one-syllable and multi-syllabic words • Read sight words fluently • Use feedback to set goals for improvement • Determine the meaning of unknown words and phrases using knowledge of word parts 	<ul style="list-style-type: none"> • Pearson ReadyGEN
<p style="text-align: center;">Whole Group Instruction/ Launch Lesson (20 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning.</i></p>	<ul style="list-style-type: none"> • Expose students to text above grade level • Model close reading and comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words 	<ul style="list-style-type: none"> • Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read (or listen to) a wide variety of text types • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes • Practice fluent reading through multiple readings of a variety of texts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • Appendix B • Essential Literature • E-Books
<p style="text-align: center;">Small Group Instruction (60-80 Minutes)</p> <p><i>Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.</i></p>	<ul style="list-style-type: none"> • Identify instructional and independent reading levels through running records and informal assessments • Prompt and reinforce reading behaviors during guided reading • Expose students to a variety of genres • Model, guide, and reinforce good reading behaviors and strategies 	<ul style="list-style-type: none"> • Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text • Build reading stamina • Extend application of skills and strategies during independent reading 	<ul style="list-style-type: none"> • Pearson ReadyGEN • 95% Group • Bookroom • Rigby-Running Record
<p style="text-align: center;">Writing (40 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</i></p>	<ul style="list-style-type: none"> • Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence 	<ul style="list-style-type: none"> • Connect reading textual analysis by responding in writing using text evidence • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing in small group and whole class presentations • Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> • Thinking Maps • Write from the Beginning • Pearson ReadyGEN

Year Long Standards:

Range of Reading

- I.RL.1.0 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.
- I.RI.1.0 With prompting and support, read informational texts appropriately complex for grade 1 including functional text, history/social studies, science, and technical text.

ELP Standards

Phonemic Awareness (ELP)

- IIR2:HI-4 segmenting multi-syllable words into syllables.
- IIR2:HI-5 blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.

Print Concepts

- IIR1:HI-5 alphabetizing a series of words to the second letter with instructional support.

Decoding (ELP)

- IIR2:HI-10 producing a new word when a grapheme is changed, added, or removed.

Reading (ELP)

- IIR4:HI-6 making connections to text while reading (text-to-text and text-to-world)
- IIR4:HI-15 locating information from a completed graphic organizer.
- IIR4:HI-16 following multi-step positive and negative written directions which include prepositions.
- IIR4:HI-18 interpreting signs, labels, symbols, and captions within the environment.
- IIR2:HI-14 reading contractions fluently.
- IIV4:HI-8 using appropriate interjections in student generated text.
- IIV2:HI-3 using common spelling patterns, simple prefixes (re-,un-), suffixes and regular inflectional endings (-ed) to spell words.
- IIV2:HI-4 using resources to spell words.
- IIV2:HI-5 spelling high-frequency words.

English Language Arts Learning Targets
Pacing Guide

Standard	Quarter 1 Unit 1 A/B & Unit 2 A	Quarter 2 Unit 2 B & Unit 3 A/B	Quarter 3 Unit 4 A/B & Unit 5 A	Quarter 4 Unit 5 B & Unit 6 A/B
Reading Standards: Foundational Skills				
<p>I.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>I.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>IIR 1:B-2 distinguishing between printed letters, words, sentences, and paragraphs.</p> <p>IIR 1:HI-3 identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).</p> <p>IIR 1:B-1 tracking written words read aloud with one-to-one correlation.</p>	<ul style="list-style-type: none"> ○ Recognize features of a sentence (e.g., first word, capitalization, ending punctuation). 	<ul style="list-style-type: none"> ○ Recognize features of a sentence (e.g., first word, capitalization, ending punctuation). 		
<p>I.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>I.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>IIR2:B-3 distinguishing between long and short vowel sounds in orally stated single-syllable words.</p>	<ul style="list-style-type: none"> ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u). 	<ul style="list-style-type: none"> ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u). 	<ul style="list-style-type: none"> ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u). 	<ul style="list-style-type: none"> ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).

<p>I.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. IIR2:HI-6 forming words by blending spoken simple onsets (/c/) and rimes (/at/).</p>	<ul style="list-style-type: none"> Orally blend sounds (phonemes) in single-syllable words, including consonant blends. 	<ul style="list-style-type: none"> Orally blend sounds (phonemes) in single-syllable words, including consonant blends. 	<ul style="list-style-type: none"> Orally blend sounds (phonemes) in single-syllable words, including consonant blends. 	
<p>I.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C 	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C 	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C 	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C Decode and read final syllable -le.
<p>I.RF.2d Segment spoken one-syllable words of three to five phonemes into individual phonemes (/s/p/l/a/t/).</p>	<ul style="list-style-type: none"> Segment and read one-syllable words of three to five phonemes into individual phonemes. 	<ul style="list-style-type: none"> Segment and read one-syllable words of three to five phonemes into individual phonemes. 		
<p>I.RF.2e Orally generate a series of rhyming words using a variety of phonograms (-ed, -ake, -ant, -ain) and consonant blends (/bl/, /st/, /tr/).</p>	<ul style="list-style-type: none"> Orally generate a series of rhyming words using a variety of phonograms. 	<ul style="list-style-type: none"> Orally generate a series of rhyming words using a variety of phonograms. 		
<p>I.RF.2f Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.</p>	<ul style="list-style-type: none"> Decode and read new words. 	<ul style="list-style-type: none"> Decode and read new words. 	<ul style="list-style-type: none"> Decode and read new words. 	<ul style="list-style-type: none"> Decode and read new words.
<p>I.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. I.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> Decode and read words with consonant digraphs: <ul style="list-style-type: none"> ck 	<ul style="list-style-type: none"> Decode and read words with consonant digraphs: <ul style="list-style-type: none"> sh, th, wh, tch, ph 		
<p>I.RF.3b Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> Decode and read words with: <ul style="list-style-type: none"> target consonants Unit I, Module A: m/m/, s/s/, t/t/, c/k/, p/p/, n/n/, f, ff/f/, b/b/, g/g/ Unit I, Module B: d/d/, l, 	<ul style="list-style-type: none"> Decode and read words with: <ul style="list-style-type: none"> short vowel sounds initial consonant blends final consonant blends the vowel sound in ball consonant c/s/ and g/j/ 	<ul style="list-style-type: none"> Decode and read words with: <ul style="list-style-type: none"> three-letter consonant blends the vowel y consonant patterns ng, nk 	<ul style="list-style-type: none"> Decode and read words with: <ul style="list-style-type: none"> consonant patterns kn/n/ and wr/r/ the vowel in moon diphthongs ow and ou vowel patterns ou, ow

	ll/l/, h/h/, r/r/, w/w/, j/j/, k/k/, v/v/, y/y/, z/z/, qu/kw/ <ul style="list-style-type: none"> short vowel sounds: a, i, o, e, u consonant pattern -ck 	<ul style="list-style-type: none"> contractions long e: e, ee 	<ul style="list-style-type: none"> r-controlled or, ore r-controlled er, ir, ur contractions: 's, 've, 're consonant pattern -dge /j/ 	<ul style="list-style-type: none"> that have the vowel sound in foot the diphthong oi, oy the vowel sounds in ball long vowels o, i
<p>1.RF.3c Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C 	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C 	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C 	<ul style="list-style-type: none"> Identify the number of syllables. Decode and read words with syllables: <ul style="list-style-type: none"> V/CV, VC/C
<p>1.RF.3d Recognize and apply all six syllable types when decoding grade level texts.</p>	<ul style="list-style-type: none"> Decode and read multi-syllable words utilizing 6 syllable types. 	<ul style="list-style-type: none"> Decode and read multi-syllable words utilizing 6 syllable types. 	<ul style="list-style-type: none"> Decode and read multi-syllable words utilizing 6 syllable types. 	<ul style="list-style-type: none"> Decode and read multi-syllable words utilizing 6 syllable types.
<p>1.RF.3e Read words with inflectional endings (e.g., -ed, s, ing). IIR2:HI-12 identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech).</p>	<ul style="list-style-type: none"> Form a plural noun by adding -s. Decode and read plural nouns that end in s /s/ or s /z/. 	<ul style="list-style-type: none"> Decode and read words with inflected endings: <ul style="list-style-type: none"> -s, -ing, -ed 	<ul style="list-style-type: none"> Decode and read words with: <ul style="list-style-type: none"> inflected ending -es plural nouns ending in -es inflected ending -ed, -ing comparative endings -er, -est plural nouns ending in -es singular and plural possessives 	<ul style="list-style-type: none"> Decode and read words with: <ul style="list-style-type: none"> ending added the suffixes -ly, -ful the suffixes -er, -or
<p>1.RF.3f Recognize and read grade-appropriate irregularly spelled words. IIR2:HI-13 reading high-frequency words and irregular sight words fluently. IIL2:HI-2 identifying the meaning of and using sight words. IIL2:HI-3 Identifying the meaning of and using high-frequency words.</p>	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 2 words 1-25): over, new, sound, take, only, little, work, know, place, years, live, me, back, give, most, very, after, thing, our, just, name, good, sentence, man, think 	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 2 words 26-50): stay, great, where, help, through, much, before, line, right, too, means, old, any, same, tell, boy, following, came, want, show, also, around, form, three, small 	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 2 words 51-75): set, put, end, does, another, well, large, most, big, even, such, because, turn, here, why, asked, went, men, read, need, land, different, home, us, move 	<ul style="list-style-type: none"> Recognize and high-frequency words (Fry's list 2 words 76-100): try, kind, hand, picture, again, change, off, play, spell, air, away, animal, house, point, page, letter, mother, answer, found, study, still, learn, should, America, world

<p>I.RF.4 Read with sufficient accuracy and fluency to support comprehension. I.RF.4a Read on-level text with purpose and understanding. II.LS2:HI-2 independently reciting familiar rhymes, songs, chants, and text with accurate pronunciation, prosody, voice projection, and expression.</p>	<ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding. 	<ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding. 	<ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding. 	<ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding.
<p>I.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. IIR3:HI-1 reading aloud (including high-frequency/sight words) with fluency demonstrating automaticity. IIR3:HI-2 using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.</p>	<ul style="list-style-type: none"> ○ Orally read grade-level text accurately, with appropriate rate, and with expression. 	<ul style="list-style-type: none"> ○ Orally read grade-level text accurately, with appropriate rate, and with expression. 	<ul style="list-style-type: none"> ○ Orally read grade-level text accurately, with appropriate rate, and with expression. 	<ul style="list-style-type: none"> ○ Orally read grade-level text accurately, with appropriate rate, and with expression.
<p>I.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ○ Read grade level text using context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> ○ Read grade level text using context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> ○ Read grade level text using context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> ○ Read grade level text using context to confirm or self-correct word recognition and understanding.
<p>Writing Standards: Foundational Skills</p>				
<p>I.WF.I Demonstrate and apply handwriting skills. I.WF.Ia Write upper and lower case manuscript alphabet from memory using correct letter formation. IIW2:HI-1 legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.</p>	<ul style="list-style-type: none"> ○ Identify and print uppercase letters. ○ Identify and print lowercase letters. 			

<p>I.WF.1b Write the common grapheme (letter or letter group) for each phoneme.</p>		<ul style="list-style-type: none"> ○ Write consonant digraphs. ○ Write consonant blends. 		
<p>I.WF.1c Write with appropriate spacing between letters and words.</p>	<ul style="list-style-type: none"> ○ Write with appropriate spacing between letters and words. 			
<p>I.WF.2 Demonstrate and apply sound-letter concepts. I.WF.2a. Segment all the phonemes in two- and three-phoneme syllables and represent those phonemes with letters.</p>	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u). 	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u). 	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u). 	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).
<p>I.WF.2b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p>	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Represent show vowels in written form: <ul style="list-style-type: none"> • a, i, o 	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Represent show vowels in written form: <ul style="list-style-type: none"> • e, u 	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Represent long vowels in written form: <ul style="list-style-type: none"> • a_e, i_e, o_e, u_e, e_e, e, ee 	<ul style="list-style-type: none"> ○ Segment words and represent those phonemes with letters. ○ Represent long vowels in written form: <ul style="list-style-type: none"> • y
<p>I.WF.3 Know and apply phonics and word analysis skills when encoding words.</p>	<ul style="list-style-type: none"> ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> ○ Use correct spelling when writing. ○ Use to, too, and two. ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> ○ Spell words with common spelling patterns. ○ Spell frequently occurring irregular words. ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> ○ Use conventional spelling for words with common spelling patterns. ○ Use conventional spelling for irregular words. ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>I.WF.3a Spell common, regular, single-syllable words using: I.WF.3a1. Short vowels and single consonants.</p>	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using short vowels and single consonants (m, s, t, c, p, n, f, b, g, d, l, h, r, w, j, k, v, y, z, a, e, i, o, u) 			
<p>I.WF.3a2. Consonant graphemes including qu, x, and-ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).</p>	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using consonant graphemes (qu, x, -ck). 	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using consonant digraphs (th, sh, wh, ch, ph, tch, double consonants). 		

<p>I.WF.3a3. Initial and final consonant blends (e.g., must, slab, plump).</p>	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using initial and final consonant blends. 	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using initial and final consonant blends. 		
<p>I.WF.3a4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).</p>		<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like). 	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). 	<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
<p>I.WF.3a5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).</p>			<ul style="list-style-type: none"> ○ Spell common, regular, single-syllable words using vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn). 	
<p>I.WF.3b With prompting and support, spell on-level words with inflectional endings: I.WF.3b1. Verbs with -ing, -ed,-s, and no change in the base word (e.g., snowed, playing, jumps).</p>		<ul style="list-style-type: none"> ○ With prompting and support, spell on-level verbs with -ing,-ed,-s, and no change in the base word (e.g., snowed, playing, jumps). 		
<p>I.WF.3b2. Nouns with -s,-es, and no change to the base word (e.g., rugs, kisses).</p>		<ul style="list-style-type: none"> ○ With prompting and support, spell on-level nouns with -s,-es, and no change to the base word (e.g., rugs, kisses). 	<ul style="list-style-type: none"> ○ With prompting and support, spell on-level nouns with -s,-es, and no change to the base word (e.g., rugs, kisses). 	
<p>I.WF.3b3. Adjectives with -er,-est, and no change to the base word (e.g. slower, slowest).</p>			<ul style="list-style-type: none"> ○ With prompting and support, spell on-level adjectives with -er,-est, and no change to the base word (e.g. slower, slowest). 	
<p>I.WF.3c With prompting and support, spell on-level two-syllable words, including: I.WF.3c1. Words that end in -y or -ly (e.g., smelly, gladly).</p>				<ul style="list-style-type: none"> ○ With prompting and support, spell on-level two-syllable words, including words that end in -y or -ly (e.g., smelly, gladly).

<p>I.WF.3c2. Common compound words (e.g., hotdog, mailbox).</p>				<ul style="list-style-type: none"> ○ With prompting and support, spell on-level two-syllable words, including common compound words (e.g., hotdog, mailbox).
<p>I.WF.3c3. Words with two closed syllables (e.g., rabbit, wagon)</p>		<ul style="list-style-type: none"> ○ With prompting and support, spell on-level two-syllable words, including words with two closed syllables (e.g., rabbit, wagon). 		
<p>I.WF.3d Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: I.WF.3d1. Irregular words (e.g., said, what, are, they, was). I.WF.3d2. Pattern-based words (e.g., he, him, for, in, by, like).</p>	<ul style="list-style-type: none"> ○ Spell grade appropriate irregular words (Fry’s list 2 1-25): over, new, sound, take, only, little, work, know, place, years, live, me, back, give, most, very, after, thing, our, just, name, good, sentence, man, think 	<ul style="list-style-type: none"> ○ Spell grade appropriate irregular words (Fry’s list 2 26-50): stay, great, where, help, through, much, before, line, right, too, means, old, any, same, tell, boy, following, came, want, show, also, around, form, three, small 	<ul style="list-style-type: none"> ○ Spell grade appropriate irregular words (Fry’s list 2 51-75): set, put, end, does, another, well, large, most, big, even, such, because, turn, here, why, asked, went, men, read, need, land, different, home, us, move 	<ul style="list-style-type: none"> ○ Spell grade appropriate irregular words (Fry’s list 2 76-100): try, kind, hand, picture, again, change, off, play, spell, air, away, animal, house, point, page, letter, mother, answer, found, study, still, learn, should, America, world
<p>I.WF.3e Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> ○ Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> ○ Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> ○ Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> ○ Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.
<p>Reading Standards for Literature</p>				
<p>I.RL.1 Ask and answer questions such as who, what, where, why, when, how about key details in a text. Connects to I.SL.2 IIR4:HI-2 comparing a prediction about an action or event to what actually occurred within a text. IIR4:HI-4 asking questions to clarify text. IILS2:HI-5 Asking and responding to academic</p>	<ul style="list-style-type: none"> ○ Use text evidence to answer questions during a close reading. ○ Use text evidence to answer questions about key details in the story. ○ Read closely, citing text based evidence in discussions. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a story. ○ Use text evidence to answer questions during a close reading. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a story. ○ Use text evidence to answer questions during a close reading. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a story. ○ Use text evidence to answer questions during a close reading.

<p>questions using complete sentences.</p> <p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. IIR4:HI-5 sequencing a story or event with a beginning, middle, and end with transition words/phrases in complete sentences. IIR4:HI-13 summarizing the key events from a literary selection. IIR4:HI-14 identifying and describing the plot in a literary selection. IILS1:HI-3 sequencing a series of events from read-alouds, presentations and conversations using transition words/phrases in complete sentences.</p>	<ul style="list-style-type: none"> ○ Retell a story using story elements. ○ Understand that authors use details to tell the central message of a story. ○ Demonstrate understanding of central message or lesson of a story. ○ Identify and use key details to demonstrate understanding of story’s central message or lesson. 	<ul style="list-style-type: none"> ○ Retell a story using key details. ○ Demonstrate understanding of central message or lesson of a story. 	<ul style="list-style-type: none"> ○ Retell a story, including key details. ○ Retell a story using time words and phrases. ○ Demonstrate understanding of central message or lesson of a story. ○ Compare and contrast the central messages or lessons of stories. ○ Demonstrate understanding of the lesson of a story. 	<ul style="list-style-type: none"> ○ Identify a main topic and retell key details of two texts. ○ Retell stories including key details. ○ Retell stories including key details and demonstrate an understanding of the central message or lesson.
<p>1.RL.3 Describe characters, settings, and major events in a story, using key details. IIR4:HI-11 describing characters from a literary selection. IIR4:HI-12 describing the setting from a literary selection. IIR4:HI-14 identifying and describing the plot in a literary selection.</p>	<ul style="list-style-type: none"> ○ Identify and understand story elements (characters, setting, major events) of a text. ○ Identify, understand, describe, and use key details in a story to describe its characters, settings, and events. ○ Identify events and the order in which they happen. ○ Use details in the words and illustrations to tell about characters and events in stories. ○ Understand how word choices enable an author to explain the events in a story. 	<ul style="list-style-type: none"> ○ Describe major events in a story using key details. ○ Identify the main topic or central message and key details of a text. ○ Identify, understand, describe, and use key details in a story to describe its characters, settings, and events. 	<ul style="list-style-type: none"> ○ Identify, understand, describe, and use key details in a story to describe its characters, settings, and events. ○ Connect facts about the natural world in an informational text to events in a story. 	<ul style="list-style-type: none"> ○ Describe and use key details to describe characters, settings, events, and major events in the stories.

	<ul style="list-style-type: none"> ○ Understand how authors use sensory details to create a story’s setting. ○ Use details to describe the setting of a story. ○ Understand that illustrations can provide details to describe a story’s characters, setting, and events. ○ Identify and understand the important details in a story’s ending. ○ Describe how authors end stories. ○ Use key details to understand characters opinions and setting in a story. ○ Analyze characters. ○ Identify key events and details that reveal character development. 			
<p>I.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>IIR4:HI-20 identifying words (nouns, adjectives, verbs, and adverbs) that the author selects in a literary selection to create a graphic visual image.</p> <p>IIR4:HI-21 identifying words that author selects to create rich auditory experience in a literary selection.</p>	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Identify and use words and phrases in stories. ○ Identify and understand how word choices enable an author to explain the events in a story. ○ Identify words and phrases in a story that appeal to the senses. ○ Identify words in poems /stories that suggest feelings or appeal to the senses. ○ Discuss stories by identifying and describing 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Identify words and phrases in a story that describe characters and their feelings. ○ Understand how authors use words and phrases to appeal to the senses and explain events. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Understand how authors use words and phrases in stories that suggest feelings or appeal to the senses. ○ Identify feeling and sensory words and phrases that describe characters. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Identify words and phrases that describe the setting and characters in a narrative text. ○ Identify words and phrases in stories and poems that appeal to the senses.

	<ul style="list-style-type: none"> word choice. ○ Understand rhyme and rhythm in text. 			
<p>I.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. IIR4:HI-1 identifying the differences between fiction and nonfiction. IIR4:HI-9 identifying the author’s purpose for writing a book.</p>	<ul style="list-style-type: none"> ○ Compare literary and informational texts. ○ Understand that authors can use facts to create characters and settings in literary text. 	<ul style="list-style-type: none"> ○ Explain major differences between books that tell stories and books that give information. 	<ul style="list-style-type: none"> ○ Explain major differences between books that tell stories and books that give information. 	<ul style="list-style-type: none"> ○ Explain major differences between books that tell stories and books that give information.
<p>I.RL.6 Identify who is telling the story at various points in a text.</p>		<ul style="list-style-type: none"> ○ Identify who is telling the story. ○ Use details from the story to determine who is telling the story. 	<ul style="list-style-type: none"> ○ Use details from the story to determine who is telling the story. 	
<p>I.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. IIR4:HI-11 describing characters from a literary selection. IIR4:HI-12 describing the setting from a literary selection.</p>	<ul style="list-style-type: none"> ○ Use illustrations and details in a story to describe its characters, setting, and events. ○ Use key details from the text to understand characters. ○ Use illustrations and details to describe characters and their relationships. ○ Use illustrations and details to describe characters and events. ○ Describe the major events in a story using details in the illustrations. 	<ul style="list-style-type: none"> ○ Use illustrations and details in a story to describe its characters, setting, and events. 	<ul style="list-style-type: none"> ○ Use illustrations and details in a story to describe its characters, setting, and events. 	<ul style="list-style-type: none"> ○ Use illustrations and details in a story to describe its characters, setting, and events.
<p>I.RL.9 Compare and contrast the adventures and experiences of characters in stories. IIR4:HI-11 describing</p>	<ul style="list-style-type: none"> ○ Compare characters using details from the stories. ○ Compare/contrast the adventures and experiences of characters in stories using 	<ul style="list-style-type: none"> ○ Compare and contrast two texts on a similar topic. ○ Compare and contrast the experiences of characters in stories. 	<ul style="list-style-type: none"> ○ Compare and contrast the experiences of characters in stories. 	<ul style="list-style-type: none"> ○ Compare and contrast the characters or people in text.

<p>characters from a literary selection. IIR4:HI-14 identifying and describing the plot in a literary selection.</p>	<p>details. ○ Use details in the words and illustrations to tell about characters and events in stories.</p>			
<p>Reading Standards for Informational Text</p>				
<p>I.RI.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text. <i>Connects to I.SL.2</i> IIR4:HI-3 locating facts and answering questions about text. IIR4:HI-4 asking questions to clarify text. IILS2:HI-5 Asking and responding to academic questions using complete sentences.</p>	<ul style="list-style-type: none"> ○ Use text evidence to answer questions about a text and during a close reading. ○ Ask and answer questions about key details in a text to understand informational text. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text. ○ Read closely citing text-based evidence in discussions. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text. ○ Answer questions about a text, using text-based evidence, during a close reading. ○ Use text evidence to answer questions about a text. 	<ul style="list-style-type: none"> ○ Ask questions and read to find answers. ○ Ask and answer questions to understand/clarify text. ○ Answer questions with text-based evidence during a close read. ○ Answer questions about key details in an informational text. ○ Use text evidence to answer questions about a text.
<p>I.RI.2 Identify the main topic and retell key details of a text. IIR4:HI-3 locating facts and answering questions about text. IIR4:HI-7 summarize the main idea and details from text, using complete sentences. IILS1:HI-2 summarizing main ideas and supporting details from read-alouds in complete sentences.</p>	<ul style="list-style-type: none"> ○ Identify the main topic of a text. ○ Identify the main topic of and retell key details of a text. ○ Understand that informational text has a main topic and key details. 	<ul style="list-style-type: none"> ○ Identify the main topic and key details of a text. ○ Retell key details of a text. 	<ul style="list-style-type: none"> ○ Identify the main topic and key details of a text. ○ Identify the main topic and retell key details of a text. ○ Use supporting details and photographs to describe key ideas. 	<ul style="list-style-type: none"> ○ Identify key ideas and details. ○ Identify the main topic and key details. ○ Answer question with text-based evidence during a close reading. ○ Identify a main topic and retell key details of two texts.
<p>I.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. IIR4:HI-10 identifying cause and effect of specific events in a literary selection.</p>	<ul style="list-style-type: none"> ○ Describe the connection between two pieces of information in a text. 	<ul style="list-style-type: none"> ○ Describe the connection between people in a text. ○ Describe connections between pieces of information in a text. ○ Make connections between two or more ideas in a text. 	<ul style="list-style-type: none"> ○ Describe the connection between two ideas in a text. ○ Describe the connection between ideas and information in a text. ○ Describe the connection between two ideas or pieces of information in a 	<ul style="list-style-type: none"> ○ Describe the connection between two individuals in a text. ○ Describe the connection between two ideas in a text.

			<p>text.</p> <ul style="list-style-type: none"> ○ Describe the connection between two events in a text using time-order phrases. ○ Connect facts about the natural world in an informational text to events in a story. 	
<p>I.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <i>Connects to 1.SL.3</i> IIR4:HI-4 asking questions to clarify text.</p>	<ul style="list-style-type: none"> ○ Ask and answer questions about words in a text. ○ Determine or clarify the meaning of words and phrases in a text. ○ Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. ○ Identify and use words in a text. ○ Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Identify and use words in a text. ○ Clarify meanings of words and phrases in a text. ○ Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. ○ Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Use details in the text and pictures to understand a new word. ○ Use context and pictures to understand new words. ○ Identify science words in informational text. ○ Ask and answer questions to help clarify the meaning of the words. ○ Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Clarify the meaning of words in a text. ○ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ○ Clarify and use words from a text. ○ Determine the meaning of and use academic and domain-specific words in a text.
<p>I.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. IIR4:HI-3 locating facts and answering questions about text. IIR4:HI-8 extracting and interpreting specific information from external text features of text. IIR4:HI-19 locating specific information by using organizational features (e.g., titles, table of contents, heading</p>	<ul style="list-style-type: none"> ○ Use various text features to locate key facts or information in a text. ○ Know and use various text features. ○ Understand how the structure and organization of informational text helps readers understand the topic. 	<ul style="list-style-type: none"> ○ Use text features to locate key information in a text. ○ Know and use various text features to locate information in a text. 	<ul style="list-style-type: none"> ○ Use text features and special vocabulary to understand informational texts. ○ Know and use text features to locate key information. ○ Use diagrams to locate key information in a text. 	<ul style="list-style-type: none"> ○ Know and use text features to locate key fact for information in a text.

captions, bold print, glossary, indices) in expository text.				
I.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> Distinguish between information provided by illustrations and information provided by words. Distinguish between information provided by pictures and words. 	<ul style="list-style-type: none"> Distinguish between information provided by pictures or illustrations and information by words in an informational text.
I.RI.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> Use illustrations and details in a text to describe its key ideas. 	<ul style="list-style-type: none"> Use illustrations and details in a text to describe its key ideas. 	<ul style="list-style-type: none"> Use supporting details and photographs to describe key ideas. Use the illustrations and details in a text to describe its key ideas. 	<ul style="list-style-type: none"> Use supporting details and illustration to describe key ideas in an informational text. Use illustrations to find answers to questions about a text. Use illustrations and details in a text to describe its key ideas.
I.RI.8 Identify the reasons an author gives to support points in a text.		<ul style="list-style-type: none"> Identify the ways the author supports ideas/point of the text. 	<ul style="list-style-type: none"> Identify the ways the author supports ideas/point of the text. 	<ul style="list-style-type: none"> Identify reasons an author gives to support points in a text.
I.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). IR4:HI-3 locating facts and answering questions about text. IIR4:HI-19 locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.	<ul style="list-style-type: none"> Compare and contrast two texts on similar topics. 	<ul style="list-style-type: none"> Compare and contrast ideas and procedures between two texts on the same topic. 	<ul style="list-style-type: none"> Compare two informational texts on similar topics. Identify and compare the text structure and format of informational texts. Compare the text structure and illustrations of informational texts. 	<ul style="list-style-type: none"> Identify similarities and differences between two texts on a similar topic.

Writing Standards

I.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion,	<ul style="list-style-type: none"> Plan an opinion writing piece. Write an opinion piece and support it with reasons. 	<ul style="list-style-type: none"> Plan an opinion piece. State and support an opinion with reasons. Write an opinion piece 		<ul style="list-style-type: none"> Plan an opinion piece. Name a topic and state an opinion. Write supporting reasons
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<p>supply a reason for the opinion, and provide some sense of closure. (WFTB Expository Manual Pgs. 45-67) IIW1:HI-8 writing a short response to a literary selection that connects text to self, text to world, or text to other text. IIW4:HI-3 organizing student-generated text to include a clear beginning, middle, and end. IIW4:HI-4 organizing a student-generated text using transitional words to indicate a beginning, middle, and end. IIW4:HI-1 writing student-generated text that expresses a main idea. IIW4:HI-2 writing relevant details that support the main idea in a student-generated text.</p>	<ul style="list-style-type: none"> ○ Write an opinion that names a topic and uses reasons to support it. ○ State and support an opinion. ○ State an opinion about characters in a story. ○ Identify and use words that indicate an opinion. ○ Understand word choice when writing an opinion. ○ Use describing words when writing an opinion. ○ Revise, edit, and publish an opinion piece. 	<p>using opinion words.</p> <ul style="list-style-type: none"> ○ Use facts and details to support opinions. ○ Write an opinion paragraph. ○ Write a concluding statement for an opinion piece. ○ Revise an opinion piece. ○ Edit and publish an opinion piece. 		<p>for an opinion.</p> <ul style="list-style-type: none"> ○ Provide a sense of closure to an opinion piece. ○ Revise opinion writing to make it stronger. ○ Plan a book review. ○ Name the book the book review is about. ○ Write a book review. ○ Edit a book review. ○ Publish a book review.
<p>I.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (WFTB Expository Manual Pgs. 349-366) IIW1:HI-3 completing a written summary of the key events or ideas of informational text using simple sentences. IIW4:HI-3 organizing student-generated text to include a clear beginning, middle, and end.</p>	<ul style="list-style-type: none"> ○ Write an informative/explanatory text that names a topic. ○ Understand that writers use facts in informative writing. ○ Supply facts about a topic in informative/explanatory writing. ○ Identify and understand text structure in informative writing. ○ Understand that writers focus on a main topic in their informative writing. ○ Write a question and answer that tells 	<ul style="list-style-type: none"> ○ Plan an informative/explanatory writing piece. ○ Name a topic of an informative text. ○ Write facts about a topic. ○ Write facts about an illustration. ○ Provide key details about a topic. ○ Write a caption. ○ Compare facts to explain a topic. ○ Contrast facts to explain a topic. ○ Edit and publish an informative/explanatory 	<ul style="list-style-type: none"> ○ Participate in and complete an informative writing task. ○ Understand the elements of informative writing. ○ Take notes from informational source to use as research for an informative/explanatory writing task. ○ Name the topic of a piece of informative writing. ○ Write facts about a topic. ○ Write the topic and supporting details of an informative text. ○ Understand that adding 	<ul style="list-style-type: none"> ○ Connect facts in text to life experiences. ○ Write to connect a fact to a personal experience. ○ Recognize how writers research and write facts. ○ Analyze text features to determine how writers use them in informative text. ○ Recognize that writers use text features to explain facts. ○ Recognize how writers use illustrations and text to clarify ideas. ○ Plan an informative writing

<p>IIW4:HI-4 organizing a student-generated text using transitional words to indicate a beginning, middle, and end. IIW4:HI-1 writing student-generated text that expresses a main idea. IIW4:HI-2 writing relevant details that support the main idea in a student-generated text. IIW4:HI-7 using expressive or descriptive phrases/sentences in student-generated text.</p>	<p>information.</p> <ul style="list-style-type: none"> ○ Plan an informative piece of writing. ○ Write an informative piece of writing. ○ Revise, edit, and publish an informative piece of writing. 	<p>piece of writing.</p>	<p>details strengthens informative writing.</p> <ul style="list-style-type: none"> ○ Use text features in informative writing. ○ Draw pictures to create a diagram for an informative piece of writing. ○ Add text features such as illustration and heading to clarify writing. ○ Provide a sense of closure. ○ Write explanatory text about a sequence with multiple steps. ○ Understand steps in a process. ○ Use notes to write about steps in a process. ○ Add sequence words to informative writing. 	<p>piece.</p> <ul style="list-style-type: none"> ○ Introduce a topic. ○ Research and write a fact about a topic. ○ Recognize that writers answer questions about a topic. ○ Add details to informative/explanatory writing. ○ Create a diagram and write labels for it. ○ Understand conclusions in informative/explanatory writing. ○ Write a conclusion for an informative text. ○ Make edits and revisions to informative/explanatory writing. ○ Publish an informative piece of writing. ○ Write an informative question-and-answer book about a topic.
<p>I.W.3 Write personal/imaginative 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. (Observational/Comment Levels 1-5 WFTB Narrative Manual Pg. 37-63, WFTB Narrative Manual Pgs. 65-71 Recount/Sequential Structure) IIW1:HI-1 writing a narrative or short story that includes a</p>	<ul style="list-style-type: none"> ○ Recount the beginning, middle, and end of a narrative. ○ Retell an event in a narrative, using character details. ○ Write notes about the order of events in a story. ○ Draw a story event and then write a sentence about it. ○ Plan a narrative piece of writing. ○ Write a narrative that recounts details about characters. 	<ul style="list-style-type: none"> ○ Recount the beginning, middle, and end of a narrative. ○ Plan a narrative. ○ Draw illustrations to recount the beginning, middle, and end of a narrative. ○ Use details to write about story events. ○ Write to recount a sequence of events. ○ Write a narrative using temporal words to signal event order. ○ Provide a sense of closure 	<ul style="list-style-type: none"> ○ Draw and write to give details about a character. ○ Draw and write to give details about a setting. ○ Plan a narrative. ○ Write narratives in which the author include some details. ○ Use temporal words to signal event order and strengthen writing in a narrative. ○ Edit and publish a narrative. ○ Write a narrative with two or more sequenced events, using temporal words to 	

<p>main idea, character, setting and a sequence of events. IIW1:HI-7 writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem, and solution. IIW4:HI-3 organizing student-generated text to include a clear beginning, middle, and end. IIW4:HI-4 organizing a student-generated text using transitional words to indicate a beginning, middle, and end. IIW4:HI-6 using a variety of words in a student generated text to create a picture in the reader’s mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) IIW4:HI-7 using expressive or descriptive phrases/sentences in student-generated text. IIW4:HI-8 using appropriate interjections in student-generated text.</p>	<ul style="list-style-type: none"> ○ Write a narrative that recounts details about events. ○ Write a narrative that recounts details about a setting. ○ Write a narrative that recounts two events with details. ○ Revise and edit a narrative with two events. ○ Publish a narrative that recounts two events. 	<p>to a narrative.</p> <ul style="list-style-type: none"> ○ Recount two or more appropriately sequenced events. 	<p>signal event order.</p> <ul style="list-style-type: none"> ○ Provide a sense of closure to a narrative. ○ Include descriptive details. ○ Draw and write to give details about a character. ○ Draw and write to recount story events. ○ Write to recount sequence events, using temporal words to signal event order. ○ Plan a fairytale. ○ Include sensory details in a narrative. ○ Plan and write the beginning of a story that includes scientific facts. ○ Publish a story. ○ Write a story with three sequenced events. 	
<p>I.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. IIW2:HI-2 using mechanics of writing to organize writing.</p>	<ul style="list-style-type: none"> ○ With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ○ With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ○ With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ○ With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose.
<p>I.W.5 With guidance and support from adults, focus on a topic, respond to questions</p>	<ul style="list-style-type: none"> ○ Add details to strengthen writing. 	<ul style="list-style-type: none"> ○ Add details to strengthen writing. ○ Respond to questions and 	<ul style="list-style-type: none"> ○ Focus on a topic when writing a story. ○ Add details to strengthen 	<ul style="list-style-type: none"> ○ Make edits and revisions to informative/explanatory writing.

<p>and suggestions from peers, and add details to strengthen writing as needed. IIW3:HI-1 generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas. IIW3:HI-2 determining the purpose and intended audience of a writing piece. IIW3:HI-3 writing a student-generated draft with a main idea and supporting details in a logical sequence. IIW3:HI-4 re-reading a student-generated draft orally for clarity and changing or adding relevant details as needed. IIW3:HI-5 evaluating a student-generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric. IIW3:HI-6 using simple resources (e.g., word walls, primary dictionaries, conventions, checklists, etc.) for reviewing and correcting conventions in a student-generated draft.</p>		<p>suggestions from peers and add details to strengthen writing.</p>	<p>writing.</p> <ul style="list-style-type: none"> ○ Add temporal words to signal event order and strengthen writing. ○ Revise a narrative to focus on a topic. ○ Respond to questions and suggestions from peers to improve writing. 	<ul style="list-style-type: none"> ○ Revise opinion writing to make it stronger. ○ Respond to questions and suggestions from peers and add details to strengthen writing.
<p>I.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. IIW3:HI-7 finalizing a student-generated piece legibly and</p>	<ul style="list-style-type: none"> ○ With guidance, use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> ○ With guidance, use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> ○ With guidance, use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> ○ With guidance, use technology to produce and publish writing and to collaborate with others.

<p>accurately for sharing with an intended audience.</p>				
<p>I.W.7 With guidance and support from adults, 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). IIW5:HI-1 formulating and writing questions about a topic or event in order to gather research for a report. IIW5:HI-2 gathering information to answer questions about a topic or event for a report. IIW5:HI-3 writing a three paragraph report including a title and three facts based on collected data about objects, people or events.</p>			<ul style="list-style-type: none"> ○ Participate in a shared research and writing project. 	<ul style="list-style-type: none"> ○ Recognize the steps in the research process. ○ Conduct research to find answers to questions. ○ Participate in a shared informative writing task.
<p>I.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. IIR4:HI-17 identifying a variety of resources (e.g., trade books, encyclopedias, magazines, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.</p>		<ul style="list-style-type: none"> ○ Gather information from provided sources. ○ Recall information from experiences to plan a narrative. 	<ul style="list-style-type: none"> ○ Gather information for experiences or sources to answer a question. 	<ul style="list-style-type: none"> ○ Recall and describe observations. ○ Conduct research to find answers to questions. ○ Gather information from sources to answer questions. ○ Recall information from experiences.
<p>Language Standards</p>				
<p>I.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ○ Determine correct usage of grammar when writing or speaking. 	<ul style="list-style-type: none"> ○ Determine correct usage of grammar when writing or speaking. 	<ul style="list-style-type: none"> ○ Determine correct usage of grammar when writing or speaking. 	<ul style="list-style-type: none"> ○ Determine correct usage of grammar when writing or speaking.

<p>I.L.1.a Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> ○ Identify and use common and proper nouns. 	<ul style="list-style-type: none"> ○ Use possessive nouns. ○ Use common and proper nouns. 	<ul style="list-style-type: none"> ○ Use singular possessive nouns. ○ Use plural possessive nouns. 	<ul style="list-style-type: none"> ○ Form and use possessive nouns.
<p>I.L.1.b Use singular and plural nouns with matching verbs in basic sentences (He hops. We hop.).</p>	<ul style="list-style-type: none"> ○ Use singular and plural nouns that match the verb. ○ Match singular nouns and verbs by adding –s and –es to the verbs. ○ Decode and read plural nouns that end with s read /s/, /z/. 	<ul style="list-style-type: none"> ○ Match nouns with verbs. ○ Use subject-verb agreements. 	<ul style="list-style-type: none"> ○ Use nouns with matching verbs. ○ Form plural nouns with –s. ○ Form plural nouns with –es. ○ Use singular and plural nouns. ○ Use singular and plural nouns with matching verbs. ○ Use the verbs is and are correctly. ○ Use verbs correctly with singular and plural nouns. 	<ul style="list-style-type: none"> ○ Produce complete sentences with subject/verb agreement and correct verb tense.
<p>I.L.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). IIW2:HI-10 using subject-verb agreement in sentences in a variety of writing applications with instructional support.</p>	<ul style="list-style-type: none"> ○ Use indefinite pronouns. ○ Use possessive pronouns. ○ Use personal pronouns. 	<ul style="list-style-type: none"> ○ Use personal pronouns. ○ Use singular and plural pronouns. ○ Use possessive pronouns. ○ Form and use indefinite pronouns. 	<ul style="list-style-type: none"> ○ Use personal pronouns. 	<ul style="list-style-type: none"> ○ Use personal pronouns.
<p>I.L.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). IIW2:HI-9 using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.</p>	<ul style="list-style-type: none"> ○ Use verbs. ○ Use the verbs is and are in complete sentences. ○ Understand and use past, present, and future tense verbs. 	<ul style="list-style-type: none"> ○ Use present tense verbs. ○ Use verbs to convey a sense of past, present, and future. 	<ul style="list-style-type: none"> ○ Use the verbs is and was to tell about the present and past. ○ Use irregular past tense verbs. ○ Use verbs to convey a sense of past, present, and future. ○ Use past-tense verbs. ○ Use verbs for past, present, and future. ○ Use present-tense verbs. ○ Use verb to convey a sense of the future. 	<ul style="list-style-type: none"> ○ Produce complete sentences with subject/verb agreement and correct verb tense.

I.L.I.e Use frequently occurring adjectives.	<ul style="list-style-type: none"> ○ Use frequently occurring adjectives. 	<ul style="list-style-type: none"> ○ Use frequently occurring adjectives. ○ Use adjectives that compare. 	<ul style="list-style-type: none"> ○ Use adjectives. 	
I.L.I.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<ul style="list-style-type: none"> ○ Use conjunctions. 	<ul style="list-style-type: none"> ○ Use frequently occurring conjunctions. 		<ul style="list-style-type: none"> ○ Use conjunctions in compound sentences.
I.L.I.g Use determiners (e.g., articles, demonstratives).	<ul style="list-style-type: none"> ○ Use determiners. 	<ul style="list-style-type: none"> ○ Use determiners. 	<ul style="list-style-type: none"> ○ Use determiners. 	<ul style="list-style-type: none"> ○ Use determiners.
I.L.I.h Use frequently occurring prepositions (e.g., during, and, toward).		<ul style="list-style-type: none"> ○ Form and use prepositions. 	<ul style="list-style-type: none"> ○ Use prepositions in phrases. 	<ul style="list-style-type: none"> ○ Use prepositions and prepositional phrases.
I.L.I.i Produce and expand complete simple and compound sentences.	<ul style="list-style-type: none"> ○ Produce and expand complete simple and compound sentences. 	<ul style="list-style-type: none"> ○ Produce and expand complete simple and compound sentences. 	<ul style="list-style-type: none"> ○ Produce and expand complete simple and compound sentences. 	<ul style="list-style-type: none"> ○ Produce and expand complete simple and compound sentences.
I.L.I.j In response to prompts distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. IIW2:HI-12 using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms in a variety of writing applications. IIW2:HI13 using interrogative sentences in a variety of writing applications. IIW2:HI-14 using exclamatory sentences in a variety of writing applications. IIW2:HI-15 using imperative sentences in a variety of writing applications.	<ul style="list-style-type: none"> ○ Produce simple sentences. 	<ul style="list-style-type: none"> ○ Produce and expand compound sentences. 	<ul style="list-style-type: none"> ○ Expand simple and compound sentences. ○ Produce and expand simple and compound imperative sentences, using correct end punctuation. ○ Produce and expand simple and compound declarative and interrogative sentences, using correct end punctuation. ○ Produce and expand simple and compound imperative and exclamatory sentences, using correct end punctuation. 	<ul style="list-style-type: none"> ○ Produce and expand complete simple and compound sentences.
I.L.I.k Write multiple sentences in an order that supports a main idea or story.	<ul style="list-style-type: none"> ○ Write multiple sentences in an order that supports a main idea or story. 	<ul style="list-style-type: none"> ○ Write multiple sentences in an order that supports a main idea or story. 	<ul style="list-style-type: none"> ○ Write multiple sentences in an order that supports a main idea or story. 	<ul style="list-style-type: none"> ○ Write multiple sentences in an order that supports a main idea or story.

<p>I.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I.L.2.a Capitalize dates and names of people.</p> <p>IIW2:HI-6 capitalizing the pronoun “I,” the first word of a sentence, proper nouns (names, days, months, and titles).</p>	<ul style="list-style-type: none"> ○ Capitalize sentences and names of people. ○ Use correct capitalization rules. 	<ul style="list-style-type: none"> ○ Capitalize proper nouns. ○ Use correct capitalization. 	<ul style="list-style-type: none"> ○ Capitalize names of people. ○ Capitalize dates and use commas with dates. 	<ul style="list-style-type: none"> ○ Demonstrate command of capitalized, punctuation, and spelling when writing. ○ Capitalize dates in sentences. ○ Capitalize proper nouns.
<p>I.L.2.b Use end punctuation for sentences.</p> <p>IIW2:HI-7 using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas, etc.), and apostrophes (possessives, contractions).</p>	<ul style="list-style-type: none"> ○ Use punctuation. ○ Use end punctuation for sentences. 	<ul style="list-style-type: none"> ○ Use correct end punctuation. ○ Use end punctuation for exclamatory sentences. 	<ul style="list-style-type: none"> ○ Use periods to end sentences. ○ Use question marks correctly to end questions. ○ Produce and expand simple and compound imperative sentences, using correct end punctuation. ○ Produce and expand simple and compound declarative and interrogative sentences, using correct end punctuation. ○ Produce and expand simple and compound imperative and exclamatory sentences, using correct end punctuation. 	<ul style="list-style-type: none"> ○ Use end punctuation in questions. ○ Use correct end punctuation in sentences.
<p>I.L.2.c Use commas in dates and to separate single words in a series.</p>	<ul style="list-style-type: none"> ○ Use commas in series. 	<ul style="list-style-type: none"> ○ Use commas to separate single words in a series. 	<ul style="list-style-type: none"> ○ Capitalize dates and use commas with dates. 	<ul style="list-style-type: none"> ○ Use commas in dates. ○ Use commas in a series.

<p>I.L.4 With guidance and support from adults, 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.</p>	<ul style="list-style-type: none"> Determine meaning of unknown words and multiple meaning words and phrases. 	<ul style="list-style-type: none"> Determine meaning of unknown words and multiple meaning words and phrases. 	<ul style="list-style-type: none"> Determine meaning of unknown words and multiple meaning words and phrases. 	<ul style="list-style-type: none"> Determine meaning of unknown words and multiple meaning words and phrases.
<p>I.L.4a Use frequently occurring affixes as a clue to the meaning of a word. IIL2:HI-8 constructing meaning by applying knowledge of prefixes. IIL2:HI-9 constructing meaning by applying knowledge of suffixes.</p>	<ul style="list-style-type: none"> Determine the meanings of unknown words. 	<ul style="list-style-type: none"> Determine the meanings of unknown words. 	<ul style="list-style-type: none"> Determine the meanings of unknown words. Use affixes as a clue to the meaning of a word. 	<ul style="list-style-type: none"> Identify the meanings of words with suffixes -ly,-ful. Identify the meanings of words with prefixes un-, re- Identify the meanings of words with suffixes -er, -or. Use affixes as a clue to the meaning of a word.
<p>I.L.4b Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). IIR2:HI-12 identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison, and part of speech). IIL2:HI-9 constructing meaning by applying knowledge of suffixes.</p>		<ul style="list-style-type: none"> Identify frequently occurring root words and their inflectional forms. 	<ul style="list-style-type: none"> Identify frequently occurring root words and their inflectional forms. 	<ul style="list-style-type: none"> Identify frequently occurring root words and their inflectional forms.
<p>I.L.4c Use sentence-level context as a clue to the meaning of a word or phrase. IIR2:HI-15 using knowledge of word order (syntax) and context to confirm decoding of text. IIL2:HI-4 using grade-specific academic vocabulary and symbols within context. IIL2:HI-5 applying knowledge of</p>	<ul style="list-style-type: none"> Use context clues to clarify word meaning at the sentence level. 	<ul style="list-style-type: none"> Use context clues to clarify word meaning at the sentence level. 	<ul style="list-style-type: none"> Use context clues to clarify word meaning at the sentence level. 	<ul style="list-style-type: none"> Use context clues to clarify word meaning at the sentence level.

<p>grade-level vocabulary (including content area words) in text.</p>				
<p>I.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. I.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories present. IIL2:HI-1 classify words into conceptual categories and providing rationale.</p>	<ul style="list-style-type: none"> ○ Categorize words from a text to better understand their meanings. 	<ul style="list-style-type: none"> ○ Sort words into categories to better understand the meaning of the words. 		
<p>I.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). IIL2:HI-1 classify words into conceptual categories and providing rationale.</p>		<ul style="list-style-type: none"> ○ Define words by their category, using key attributes. 		
<p>I.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy). IIR4:HI-20 identifying words (nouns, adjectives, verbs, and adverbs) that the author selects in a literary selection to create a graphic visual image.</p>		<ul style="list-style-type: none"> ○ Identify real-life connections between words and their use. 	<ul style="list-style-type: none"> ○ Identify real-life connections between words and their use. 	<ul style="list-style-type: none"> ○ Identify real-life connections between words and their use. ○ Make connections between words in a text and their use in real life.
<p>I.L.5.d With prompting and support, identify synonyms and antonyms and 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,</p>	<ul style="list-style-type: none"> ○ Identify and understand the word choices authors make in stories. ○ Distinguish shades of meaning among words. 	<ul style="list-style-type: none"> ○ Distinguish shades of meaning among words. 		

<p>gigantic) by defining or choosing them or by acting out the meanings.</p>				
<p>I.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> ○ Identify and use words and phrases in stories. ○ Use words acquired from texts (trembling, embarrassing, clumsy). ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Identify and use words in text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Clarify the meaning of words in a text. ○ Use words and phrases acquired through reading and being read to.
<p>Speaking and Listening Standards</p>				
<p>I.SL.I Participate in collaborative conversations with diverse partners about grade I topics and texts with peers and adults in small and larger groups. I.SL.Ia 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). IISL2:HI-4 initiating conversations using formal and informal socio-functional communication in complete sentences.</p>	<ul style="list-style-type: none"> ○ Read closely, citing text-based evidence in discussions. ○ Follow agreed-upon rules for discussion, including listening to each other and speaking one-at-a-time. 	<ul style="list-style-type: none"> ○ Read closely, citing text-based evidence in discussions. ○ Follow agreed-upon rules for discussion, including speaking one-at-a-time and listening to others with care. ○ Participate in collaborative conversations with peers in larger groups. ○ Participate in collaborative conversations with peers in small groups. 	<ul style="list-style-type: none"> ○ Read closely, citing text-based evidence in discussions. ○ Build on what others say by responding to comments in order to continue a discussion. ○ Follow agreed-upon rules for discussion, listening to others with care. 	<ul style="list-style-type: none"> ○ Read closely, citing text-based evidence in discussions. ○ Build on what others say by responding to comments in order to continue a discussion. ○ Follow agreed-upon rules for discussion, listening to others with care.
<p>I.SL.Ib Build on others' talk in conversations by responding to the comments of others through multiple exchanges. IISL1:HI-5 responding to social conversations by rephrasing and repeating information,</p>	<ul style="list-style-type: none"> ○ Build the conversation by responding to comments of others through multiple exchanges. ○ Continue the discussion through multiple exchanges by responding to others' 	<ul style="list-style-type: none"> ○ Build on others' talk in conversations by responding to the comments of others. 	<ul style="list-style-type: none"> ○ Build on others' talk in conversations by responding to the comments of others. 	<ul style="list-style-type: none"> ○ Build on others' talk in conversations by responding to the comments of others.

<p>asking questions and expressing one’s thoughts. ILS1:HI-7 responding to academic discussions by sharing one’s view on facts, ideas and/or events using academic vocabulary.</p>	<p>comments.</p>			
<p>I.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ○ Ask questions to clear up confusion about the text being discussed. 	<ul style="list-style-type: none"> ○ Ask questions to clear up confusion about the topic or text being discussed. 	<ul style="list-style-type: none"> ○ Ask questions to clear up confusion about the topic or text being discussed. ○ Ask and answer questions to clear up confusion about a text under discussion. 	<ul style="list-style-type: none"> ○ Ask and answer questions to understand/clarify text. ○ Ask and answer questions about what a speaker says to get more information or clear up confusion. ○ Ask and answer questions about key details in a text in order to clear up any confusion. ○ Ask questions to clear up any confusion about the text under discussion or to clarify something a speaker says.
<p>I.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text.
<p>I.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ILS1:HI-4 summarize the main idea and key points/details of a presentation using complete sentences. ILS2:HI-5 asking and responding to academic questions using complete sentences.</p>		<ul style="list-style-type: none"> ○ Ask and answer questions about what a speaker says in order to gather information or clarify information. 	<ul style="list-style-type: none"> ○ Ask and answer questions about what a speaker says in order to clarify something that is not understood. 	<ul style="list-style-type: none"> ○ Ask questions to clear up any confusion about the text under discussion or to clarify something a speaker says.

<p>I.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. IILSI:HI-7 responding to academic discussions by sharing one’s view on facts, ideas, and/or events using academic vocabulary.</p>	<ul style="list-style-type: none"> ○ Describe characters with relevant details, expressing ideas clearly. ○ Describe people and events with relevant text details to express ideas clearly. 		<ul style="list-style-type: none"> ○ Describe events with relevant details, expressing ideas clearly. 	
<p>I.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ○ Add drawings to descriptions to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> ○ Add drawings to descriptions to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> ○ Add drawings to descriptions to clarify ideas, thoughts, and feelings. 	
<p>I.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)</p>	<ul style="list-style-type: none"> ○ Use complete sentences during a discussion. 	<ul style="list-style-type: none"> ○ Produce complete sentences. 	<ul style="list-style-type: none"> ○ Produce complete sentences. ○ Use words and phrases from a story. 	<ul style="list-style-type: none"> ○ Produce complete sentences.

Quarter 1: Activities/Strategies/Learning Diary/Reflection

Quarter 2: Activities/Strategies/Learning Diary/Reflection

Quarter 3: Activities/Strategies/Learning Diary/Reflection

Quarter 4: Activities/Strategies/Learning Diary/Reflection