



English Language Arts

Grade 1

2020-2021

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

**Aligned with Ohio's Learning Standards
for English Language Arts (2017)**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Link to the [ELA Framework](#)
- Quarterly Standards/Learning Targets by Strand and Topic



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Focus Standards/Learning Targets
- Strands and Topics
- Timeframes
- Essential Understandings
- Strategies and Activities
- Assessment Guidelines



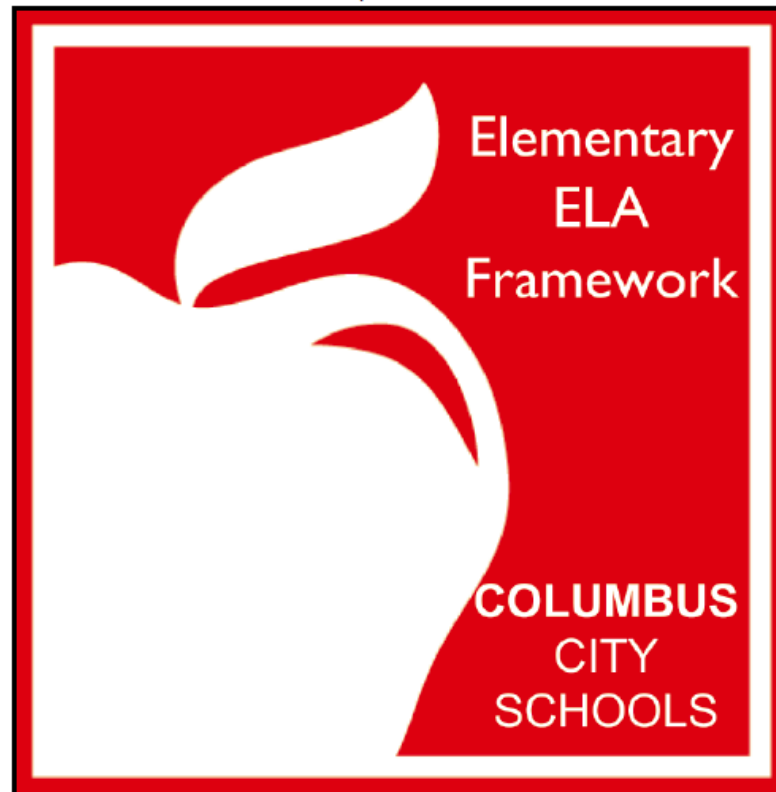
Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides links for standards-based instructional resources, including:

- Unpacked Standards / Clear Learning Targets;
- [ODE Model Curriculum](#)
- Vertical Alignment of Standards

Elementary ELA Framework

[Link to CCS ELA Framework](#)



Year-at-a-Glance
Grading Period 1

Grading Period 1	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.1.1, RL.1.2, RL.1.3 RI.1.1, RI.1.2, RI.1.3	Craft and Structure RL.1.4, RL.1.5, RL.1.6 RI.1.4, RI.1.5, RI.1.6	Integration of Knowledge and Ideas RL.1.7, RL.1.9 RI.1.7, RL.1.8, RL.1.9	Range of Reading and Text Complexity RL.1.10 RI.1.10
	Writing	Text Types and Purposes W.1.2, W.1.3	Production and Distribution of Writing W.1.5, W.1.6	Research to Build and Present Knowledge W.1.7, W.1.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.1.1, L.1.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.1.4, L.1.5, L.1.6	
	Speaking & Listening	Comprehension and Collaboration SL.1.1, SL.1.2, SL.1.3	Presentation of Knowledge and Ideas SL.1.4, SL.1.5, SL.1.6		
	Foundational Skills	Print Concepts RF.1.1	Phonological Awareness RF.1.2	Phonics and Word Recognition RF.1.3	Fluency RF.1.4

Year-at-a-Glance
Grading Period 2

Grading Period 2	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.1.1, RL.1.2, RL.1.3 RI.1.1, RI.1.2, RI.1.3	Craft and Structure RL.1.4, RL.1.5, RL.1.6 RI.1.4, RI.1.5, RI.1.6	Integration of Knowledge and Ideas RL.1.7, RL.1.9 RI.1.7, RL.1.8, RL.1.9	Range of Reading and Text Complexity RL.1.10 RI.1.10
	Writing	Text Types and Purposes W.1.2, W.1.3	Production and Distribution of Writing W.1.5, W.1.6	Research to Build and Present Knowledge W.1.7, W.1.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.1.1, L.1.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.1.4, L.1.5, L.1.6	
	Speaking & Listening	Comprehension and Collaboration SL.1.1, SL.1.2, SL.1.3	Presentation of Knowledge and Ideas SL.1.4, SL.1.5, SL.1.6		
	Foundational Skills	Print Concepts RF.1.1	Phonological Awareness RF.1.2	Phonics and Word Recognition RF.1.3	Fluency RF.1.4

Year-at-a-Glance
Grading Period 3

Grading Period 3	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.1.1, RL.1.2, RL.1.3 RI.1.1, RI.1.2, RI.1.3	Craft and Structure RL.1.4, RL.1.5, RL.1.6 RI.1.4, RI.1.5, RI.1.6	Integration of Knowledge and Ideas RL.1.7, RL.1.9 RI.1.7, RL.1.8, RL.1.9	Range of Reading and Text Complexity RL.1.10 RI.1.10
	Writing	Text Types and Purposes W.1.1, W.1.2, W.1.3	Production and Distribution of Writing W.1.5, W.1.6	Research to Build and Present Knowledge W.1.7, W.1.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.1.1, L.1.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.1.4, L.1.5, L.1.6	
	Speaking & Listening	Comprehension and Collaboration SL.1.1, SL.1.2, SL.1.3	Presentation of Knowledge and Ideas SL.1.4, SL.1.5, SL.1.6		
	Foundational Skills	Print Concepts RF.1.1	Phonological Awareness RF.1.2	Phonics and Word Recognition RF.1.3	Fluency RF.1.4

Year-at-a-Glance
Grading Period 4

Grading Period 4	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.1.1, RL.1.2, RL.1.3 RI.1.1, RI.1.2, RI.1.3	Craft and Structure RL.1.4, RL.1.5, RL.1.6 RI.1.4, RI.1.5, RI.1.6	Integration of Knowledge and Ideas RL.1.7, RL.1.9 RI.1.7, RL.1.8, RL.1.9	Range of Reading and Text Complexity RL.1.10 RI.1.10
	Writing	Text Types and Purposes W.1.1, W.1.2, W.1.3	Production and Distribution of Writing W.1.5, W.1.6	Research to Build and Present Knowledge W.1.7, W.1.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.1.1, L.1.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.1.4, L.1.5, L.1.6	
	Speaking & Listening	Comprehension and Collaboration SL.1.1, SL.1.2, SL.1.3	Presentation of Knowledge and Ideas SL.1.4, SL.1.5, SL.1.6		
	Foundational Skills	Print Concepts RF.1.1	Phonological Awareness RF.1.2	Phonics and Word Recognition RF.1.3	Fluency RF.1.4

Scope and Sequence

Standards: The standards are listed for the grading period and linked to the Clear Learning Targets for the corresponding strand.

Focus Standards: The standards that will be explicitly taught and assessed; focus standards require greater emphasis and are selected based on literacy research and developmental progressions.

Supporting Standards: Additional standards to be taught that align with and support mastery of the focus standards.

Essential Understandings: Synthesizes what the students should understand - not just know and do - empowering them to connect concepts and knowledge across contents and grades.

Strategies/Activities: “suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.” Further explanation for these strategies can be found on [Ohio’s Model Curriculum](#).

Assessment Guidance: Examples of assessments for the standard and lin (e.g. formative and summative assessments, performance tasks, entry and exit tickets, Venn Diagrams/graphic organizers, student journals, checklists).

* Indicates priority instructional content for 1st grade.

 indicates a clickable link.

Grading Period I

Reading

Literature

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

RL.1.2 - Analyze literary text development.

a. Demonstrate understanding of the lesson.

b. Retell stories, including key details.

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.

RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 - Identify who is telling the story at various points in a text.

RL.1.7 - Use illustration 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.

RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade I. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

- RI.1.1 - Ask and answer questions about key details in a text.
- RI.1.2 - Analyze informational text development
- Identify the main topic
 - Retell key details of a text
- RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 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 (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.

Writing

- W.1.2 - Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 - Write narratives to 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.
- W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including 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.

Speaking and Listening

- SL.1.1 - Participate in collaborative conversations about grade 1 topics and texts with diverse partners 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 in various media and other formats (e.g., orally).
- 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.
- 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.)

Language

- L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- f. Use frequently occurring adjectives.
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexible 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.
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Foundational Skills

- RF.1.1 - Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 - Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending phonemes, including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual 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.
 - 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.

9 weeks				
Grading Period I	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
		*Standards are linked to the Clear Learning Targets for the corresponding strand.	*Adapted from ODE Model Curriculum ; explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	RL.1.1	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Make inferences • Ask and answer questions which begin with who, what, where, when, why, how • Ask and answer questions about key details 	<ul style="list-style-type: none"> • Interactive Read Aloud and Literature Discussions • Mini-lessons focused on retelling: (<i>Growing Readers</i> by Kathy Collins. Stenhouse, Portland, ME, 2004) • Turn and Talk, Team Talk, Think-Pair-Share • Strategy Lessons focused on retelling and summarizing: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ "Lean on the Pictures" ○ "Uh-oh... Phew" ○ "Somebody... Wanted... But... So..." ○ "Notice a Pattern and Give Advice" ○ Story Mapping ○ Story Sequencing 	<ul style="list-style-type: none"> • Read a page of the story without sharing the illustrations. Have students draw and/or write about what they heard and understood. • Before reading a story, have students ask questions they have about the text. • Have students draw and/or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. • Question/Answer Sentence Strips: Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip. • Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. • Weekly and module assessments for <i>Into Reading</i>
	RL.1.2	<ul style="list-style-type: none"> • Understand key details. • Understand sequential order • Identify and verbalize key details and main events within the story. • Retell stories, including key details in 		<ul style="list-style-type: none"> • Oral retelling of a story in sequential order that has been heard or read • Sequential retelling of the story with pictures and/or words using a timeline, cartoon strip, or other graphic organizer

	<p>sequential order.</p> <ul style="list-style-type: none"> • Identify and verbalize the problem or conflict in the story. • Identify and verbalize how the problem or conflict was resolved within the story. • Demonstrate understanding of the lesson. 		<ul style="list-style-type: none"> • Retelling the story by acting it out • Have students recall some key details from the story/passage. Write the details on strips and place inside the can. Students then pull the strips out of the can, put in order and then retell the story/passage and make the connection back to the main topic or idea. Then ask students what the central message or lesson is from the story. • Orally tell the problem/conflict of the story and how it was resolved. • Write a letter to a character in the story about the problem/conflict faced and how it was resolved. • Tell the lesson of the story including details from the text • Weekly and module assessments for <i>Into Reading</i>
RL.1.3	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Describe or graphically represent characters, setting and major events in a story or play • Use key details to support descriptions of characters, setting and major events • Describe characters, settings, and major events in a story, using key details 		<ul style="list-style-type: none"> • Have students retell the story orally or with pictures and words using time order words to identify major events in the order they occurred • Complete a graphic organizer with specific details and evidence from the text to describe characters, setting and beginning, middle, and end of a story • Setting the Stage: After reading a story, have students draw a picture of the setting. Encourage them to add details to their illustrations. Then have students share their illustrations and discuss the details in their drawing. • Weekly and module assessments for <i>Into Reading</i>

RL.1.4	<ul style="list-style-type: none"> • Understand that words are clues to what characters are thinking • Use context clues to help unlock the meaning of unknown words/phrases • Identify words and phrases in stories, poems, and songs that indicate use of the 5 senses ... see, hear, smell, touch, taste • Identify words and phrases in stories, poems, and songs that communicate feelings ... happy, sad, angry, worry, fear. • Identify figurative language and literary devices 	<ul style="list-style-type: none"> • Evoking Images • Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ Who's Telling the Story • Poetry Study <ul style="list-style-type: none"> ○ Mini-lessons for Poem Study • Compare and Contrast Texts 	<ul style="list-style-type: none"> • Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions • Have students share the mental images they create using their five senses - responses can be spoken, dramatic, artistic, or written. Teachers should note images that extend and enhance the text, come from all the senses and emotions, and images that are revised • Have students cite evidence from the text to explain how they know what the character is feeling • Have students identify the words in the story that tell us what the setting looks like • Two Doors Foldable: Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word "Feelings" on the left flap and the word "Senses" on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap. • Weekly and module assessments for <i>Into Reading</i>
RL.1.7	<ul style="list-style-type: none"> • Identify important story details • Understand that illustrations add details to story • Identify information obtained from illustrations • Describe the relationship between 	<ul style="list-style-type: none"> • Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ How's the Character Feeling? 	<ul style="list-style-type: none"> • Describe the Illustration: Select a book or section of a book that showcases imagery. Read the text to students without showing the illustrations. Instead, ask students to describe the visual images at various points of the text. Ask students what evidence

	<p>illustrations and the story in which they appear</p> <ul style="list-style-type: none"> ● Use illustrations and details in a story to describe its characters, setting, or events 	<ul style="list-style-type: none"> ○ What's in the Bubble? ○ Role Playing Characters to Understand Them Better ○ Character Comparisons ● Picture Walk ● Mini-lessons focused on Comparing and Contrasting Characters (<i>Growing Readers</i> by Kathy Collins. Stenhouse, Portland, ME, 2004) 	<p>from the text helped them to form an illustration in their head.</p> <ul style="list-style-type: none"> ● Sequence Illustrations: After reading, open a book to show students an illustration, and ask them what is happening in that part of the story. Repeat by showing a few other illustrations and asking the same of the students. Ask students to identify whether the picture is from the beginning, middle, or end of the story. Review story sequence as needed. This will show student understanding of the relationship between the illustrations and the story. ● Have students describe how a character is feeling based on their expressions in the illustrations ● Have students write what a character might be thinking or saying on a Post-It note or in a speech/thought bubble. ● Weekly and module assessments for <i>Into Reading</i>
RL.1.9	<ul style="list-style-type: none"> ● Identify the characters within and between texts ● Identify the plots (including adventures and experiences) within and between texts ● Know that compare means looking for things that are alike or the same. ● Know that contrast means looking for differences ● Identify similarities and differences in the adventures and experiences of characters in familiar stories 		<ul style="list-style-type: none"> ● Compare the Characters/Adventure/Experience: students complete a Venn Diagram graphic organizer to compare and contrast the adventures and experiences of characters in different stories. You can also use a Venn Diagram pocket chart, or two pieces of string to make a Venn Diagram on the floor. This could also be done with three characters using a three circle Venn Diagram. ● Tri-fold Brochure: After reading two stories, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. Students decorate the front of their brochure to reflect a

			<p>character from each of the two stories. When it is opened flat, students write the name of one character on the left and will list the experiences that are specific to this character. Write the name of the character from the other story at the top of the right side and will list the experiences that are specific to this character. The middle is for information that both characters have in common. Students write and/or draw on all three sections. Students then share their information defending their choices of what is similar. All students can do this activity with the same two texts or put them into groups and assign each group a different set of books.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.1.10	<ul style="list-style-type: none"> Recall familiar stories Retell familiar stories Recite poems Identify characteristics of poetry Identify/Understand key ideas and details in prose and poetry Make connections between texts such as poems on the same topic. Use prior knowledge/experiences to make and confirm predictions about what will happen next in a story 	<ul style="list-style-type: none"> Shared Reading Partner Reading Running Records Think Aloud Strategy Independent Reading, Just-Right Books and Reading Conferences Steps for Implementing Independent Reading Understanding Schema Mini-lesson Making Connections: Readers Make Connections as They Read Mini-lessons that teach children to make connections that deepen their understanding of a story 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and pictures Three Things: The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” Strategy Checklist: Use a strategy checklist

			<ul style="list-style-type: none"> while students are reading to ensure what strategies are used by each student. Weekly and module assessments for <i>Into Reading</i>
RI.1.1	<ul style="list-style-type: none"> Identify key details of an informational text Ask questions about the key details in an informational text Make reasonable predictions as they read Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> Interactive Read Aloud and Discussion Turn and Talk, Team Talk, Think-Pair-Share Think Aloud Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> “Text Link Talks” “Graffiti Boards” “Science/History Writers” “Notice What Repeats” “Survey the Text” “Gather up the Facts” Focus Questions Anticipation Guide 	<ul style="list-style-type: none"> Read a page of the text without sharing the illustrations. Have students draw and/or write about what they heard and understood. Before reading a story, have students ask questions they have about the text. After reading multiple texts on the same topic, students write about an important concept or idea learned, including illustrations, captions, and/or labels. Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. Weekly and module assessments for <i>Into Reading</i>
RI.1.2	<ul style="list-style-type: none"> Identify and retell key details in an informational text Identify the main topic of an informational text Describe or graphically represent the relationship between main topic and key details 		<ul style="list-style-type: none"> Students respond to focus questions verbally, or with words and pictures. Students place Post-It notes indicating where they found clues or answers related to focus questions. Students recall what is read by listing facts learned. Order the Details: After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips.

			<ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RI.1.3	<ul style="list-style-type: none"> Identify the individuals, events and key ideas/concepts in informational texts Describe (or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship) Identify text features such as author and title in informational texts Recognize that informational texts have a structure 		<ul style="list-style-type: none"> Complete a graphic organizer with specific details and evidence from the text to describe individuals, events, and key ideas/concepts in the text Complete a Venn Diagram or T-Chart describing the connection between individuals, events, and key ideas/concepts Timelines; The teacher selects a nonfiction text, and models how to create a timeline using the events/ideas from the text. As students become independent with the activity, students create a timeline of events, people, and ideas. Students share a connection they have made about how different events and people affect others. Lunch Bag Attributes. After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the student writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals. Weekly and module assessments for <i>Into Reading</i>

RI.1.4	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Recognize words and phrases that have literal and nonliteral meanings • Identify figurative language • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<ul style="list-style-type: none"> • Strategy Lessons: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ Insert a Synonym ○ It's Right There in the Sentence! ○ Cover Up Then Zoom In ○ Get More From Pictures • A Nonfiction Study in a Workshop Approach • Concept Sort 	<ul style="list-style-type: none"> • Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions • Students tell the meaning of an unknown word using context clues from the text • Students sort words into categories based on the meaning of the words • Weekly and module assessments for <i>Into Reading</i>
RI.1.7	<ul style="list-style-type: none"> • Identify and describe key details that relate to the illustrations • Describe the relationship between illustrations and the text in which they appear • Identify the key idea(s) of the text • Use information from illustrations and details from the text to describe its key ideas 	<ul style="list-style-type: none"> • A Nonfiction Study in a Workshop Approach (<i>Growing Readers</i> by Kathy Collins, 2004): <ul style="list-style-type: none"> ○ Reading Center Cycles ○ Mini-lesson ideas for the first cycle ○ Mini-lesson ideas for the second cycle ○ Mini-lesson ideas for the third cycle • Paired Texts • Final Project/Celebration • Read Aloud/Think Aloud and Guided Practice • Strategy Lesson: Reading Informational Text using the 3-2-1 Strategy • Venn Diagram 	<ul style="list-style-type: none"> • Describe and Predict: During reading, stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. • Illustration Purpose: Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? • Guess the Picture: Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to describe which sentence goes with the picture. • Matching Illustrations. Put five pictures and five sentences in a pocket chart. Have students discuss what they see in the pictures with a neighbor. Then have

			<p>students read the five sentences with support, if needed. Lastly, have students match the sentence with the correct picture.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RI.1.8	<ul style="list-style-type: none"> Identify the author's key ideas/points Identify reasons /details that support the author's key ideas/points Differentiate between relevant and irrelevant reasons/details Identify the relevant reasons/examples an author gives to support points in a text 		<ul style="list-style-type: none"> Identify the Main Idea: After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. Weekly and module assessments for <i>Into Reading</i>
RI.1.9	<ul style="list-style-type: none"> Identify basic similarities between two texts on the same topic Identify basic differences between two texts on the same topic Identify or graphically represent basic similarities in and differences between two texts on the same topic 		<ul style="list-style-type: none"> Venn Diagram: After reading two texts on the same topic, students complete a Venn Diagram to show similarities and differences in the two texts. You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. Tri-fold Brochure: Students can do this activity with the same two texts or put them into groups and allow students to

			<p>choose the two texts and topic they would like to read more about. After reading two texts on the same topic, students create a tri-fold brochure out of a large piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and list information that is specific to this text. They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share information.</p> <ul style="list-style-type: none"> • Two Column Chart: Read two texts about a topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two topics you chose. (food, activities, etc.) • Comparison Procedure Chart: Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. • Weekly and module assessments for <i>Into Reading</i>
RI.1.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding 	<ul style="list-style-type: none"> • Partner Reading • Shared Reading • Reading Workshop • Independent Reading, Just-Right Books and Reading Conferences 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Have students share text-to-text, or text-to-world connections verbally or with words and pictures

	<ul style="list-style-type: none"> Identify/evaluate text complexity 		<ul style="list-style-type: none"> Annotation Notation Rubric: Have students use the following symbols to show understanding of the text: <ul style="list-style-type: none"> The main idea (Put a box around the main idea.) _____ Details (Underline the details.) Words to remember (Circle key words to remember.) Then students write a summary. Weekly and module assessments for <i>Into Reading</i>
W.1.2	<ul style="list-style-type: none"> Identify a topic. Select important and interesting information about the topic. Communicate ideas clearly to the audience. Provide a concluding statement. 	<ul style="list-style-type: none"> Writer's Workshop Anchor Charts Interactive Writing Shared Writing 	<ul style="list-style-type: none"> Informative Writing Rubric Using pictures and words, write about information learned from a text. Using pictures and words write about how two topics or ideas are alike Using pictures and words write about how two topics or ideas are different Weekly and module assessments for <i>Into Reading</i>
W.1.3	<ul style="list-style-type: none"> Determine the major events and important details readers will need in order to understand a narrative. Use time order words to help the reader follow the sequence of story events. Provide a concluding statement. 	<ul style="list-style-type: none"> Mentor/Focal Texts Focused Mini-lessons Writing Conference Graphic Organizers Writer's Notebooks Student-friendly checklists On-demand Writing 	<ul style="list-style-type: none"> Narrative Writing Rubric Complete a story map to illustrate events of a story in the order they occurred Ask students to write their own stories, using the graphic organizer and sequencing words. Have the students ask themselves, "Does my story have a beginning, middle, and an end?" If it doesn't, encourage the students to write a sentence that will fill in that part of the story. Students could then exchange stories and peer review. Weekly and module assessments for <i>Into Reading</i>

SL.1.1	<ul style="list-style-type: none"> Know that there are rules when talking, such as not interrupting another person. When listening to someone, look at the person speaking. When listening to someone speak, respond to them about the topic being discussed. Ask questions for clarity. 	<ul style="list-style-type: none"> Turn and Talk, Team Talk, Think-Pair-Share Accountable Discussions Four Corner Debate Interactive Read Aloud and Literature Discussions Book Clubs Global Read Aloud Community Partners 	<ul style="list-style-type: none"> Note a student's ability to listen and take turns during class discussions. Note whether a student looks at the speaker while listening to them Note that a student's response is appropriate to the topic being discussed Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.1.2	<ul style="list-style-type: none"> Understand that illustrations and words convey messages. Listen with the intent to remember what is being read. Recognize important details. Understand how the title relates to the text. Understand there are messages and lessons in videos and pictures, as well as text. Know how to ask questions appropriate to the text or discussion. Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. Note a student's ability to answer questions about key details in a text read aloud Note a student's ability to orally respond to a question about a text that has been read Note that the student's response is appropriate to the text, task, and discussion Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.1.3	<ul style="list-style-type: none"> Understand what is being said. Ask important questions. Answer important questions. Ask for more information to clarify what is being said. Know how to ask questions when something is not understood. 		<ul style="list-style-type: none"> Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. Pair students and provide them with an

			<p>object. Students take turns asking a question about the item and answering the question with a statement about the item.</p> <ul style="list-style-type: none"> ● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.4	<ul style="list-style-type: none"> ● Understand the even being described. ● Understand that a place can be a building, city, space, or location. ● Know and use sensory words to describe. ● Know and use positional words to describe. ● Know and use multiple descriptive words. 		<ul style="list-style-type: none"> ● Monitor to notice if details and descriptions are used in conversations and class discussions. ● Ask students to describe a character or setting from a text, prompt for additional details ● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.5	<ul style="list-style-type: none"> ● Choose a topic to speak about. ● Be able to use adjectives to describe. ● Use a picture or media to present information. ● Use pictures, clip art or drawings to make posters and support what is being said. ● Understand that charts, graphs or illustrations help increase understanding. 	<ul style="list-style-type: none"> ● Expert Projects ● Sentence Stems ● Book Review ● Reader's Theater ● Sketch Notebooks ● Classroom Video Recording Booth ● Digital Storytelling 	<ul style="list-style-type: none"> ● Allow students to use drama/role play or puppets to add more detail after a read aloud. ● Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
SL.I.6	<ul style="list-style-type: none"> ● Understand that there are times when complete sentences are needed. ● Know that complete sentences express a thought. ● Know and use different sentence types (e.g., declarative, interrogative, exclamatory, and imperative) in response to a prompt or situation. 		<ul style="list-style-type: none"> ● Note a student's ability to speak clearly with appropriate volume for the audience and situation ● Note a student's ability to express thoughts and feelings clearly with limited extraneous information. ● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student

			demonstrates the skill or behavior.
L.1.1	<ul style="list-style-type: none"> • Write a complete sentence. • Understand the use of verbs. • Understand proper nouns. • Understand the use of adjectives. • Understand the difference between upper- and lowercase letters. • Understand different types of sentences. 	<ul style="list-style-type: none"> • Morning Message • Interactive Writing • Shared Writing • Cut Up Sentences or Stories • Pocket Chart Stories or Rhymes • Peer Editing 	<ul style="list-style-type: none"> • Using a shared sentence or text, have students identify words that name a person, place, thing, or idea, action words, and describing words. Make a chart listing the identified nouns, verbs and adjectives.. • Provide students with a simple sentence about a text or topic they are familiar with. Have students expand the sentence using a variety of conventions to add details and create a complex sentence. • Make two piles or containers with index cards. One pile has time words (e.g., today, yesterday, next week). The second pile has verbs. Students choose an index card from each pile and compose a sentence that conveys a sense of past, present, and future • Use a checklist to document student's appropriate use of the conventions of standard English when writing or speaking • Weekly and module assessments for <i>Into Reading</i>
L.1.2	<ul style="list-style-type: none"> • Identify period, question mark, and exclamation mark. • Know when to use a period, question mark, and exclamation point. • Know that the first word in a sentence, proper names, days of the week and months are capitalized. • Know that a comma separates the date from the year. • Understand letter patterns and their sounds. 		<ul style="list-style-type: none"> • In whole- or small group, compose sentences with the students. Have students identify the appropriate ending punctuation for the sentence and explain why. • Put students in two groups/teams. One team will name holidays, products, or places they know. Students on the other team write the proper nouns on white boards with spelling support when necessary. Have teams take turns selecting and writing the proper nouns.

			<ul style="list-style-type: none"> Using a checklist, note student use of letter-sound correspondence to spell untaught words phonetically, and conventional spelling for common spelling patterns and frequently occurring irregular words. Weekly and module assessments for <i>Into Reading</i>
L.I.4	<ul style="list-style-type: none"> Understand and know many common words. Understand that some words have other meanings. Use context and/or pictures to help determine a new meaning for a known word. Know and understand affixes. 		<ul style="list-style-type: none"> Have students illustrate multiple meanings for familiar words (e.g., a duck as a bird, and the verb to duck). Provide students with a selection of sentences that include frequently occurring root words with inflectional endings. Ask students to circle the root word and use the inflection to determine and state the meaning of the word. Weekly and module assessments for <i>Into Reading</i>
L.I.5	<ul style="list-style-type: none"> Understand parts of speech. Distinguish between nouns, verbs, and adjectives. Understand shades of meaning for appropriate usage. Understand the relationship between groups of words. Sort words into categories. 	<ul style="list-style-type: none"> Turn and Talk, Team Talk, Think-Pair-Share Concept Word Sorts Songs Shared Reading Vocabulary Four Square 	<ul style="list-style-type: none"> Have students group pictures, words, or objects by color, size, shape, or any other attribute. Have students define words by their category and one or more key attributes Select words, phrases, or a sentence from the text and ask students to compose a sentence based on real life connections (e.g., note places at home that are <i>cozy</i>) Write a sentence on the board using a simple, commonly used adjective (e.g., good, nice, happy, large). Have students list stronger words that can replace the commonly used word. Have them compose sentences using words from their list. Weekly and module assessments for <i>Into</i>

			Reading
RF.1.1	<ul style="list-style-type: none"> Know that sentences begin with a capital letter. Know that a sentence conveys a complete thought. Know that sentences need ending punctuation (.), (?), (!).. 	<ul style="list-style-type: none"> Shared Reading Morning Message Cut-up Sentence 	<ul style="list-style-type: none"> Sentence Mingle: Create cards on two colors: one color holds the subject (Who?) on them and another color has the sentence action (Does?). Pass the cards out to students and ask them to find a person in the room that has the other half of the sentence that makes sense. (See example below). Do not capitalize or place ending punctuation on the cards. Pairs of students must correctly write the sentence they are holding so that punctuation and capitalization rules are included. Using a checklist with the organization and basic features of print (e.g., first word, capitalization, punctuation), document a student's ability to recognize and demonstrate understanding of the features. Weekly and module assessments for <i>Into Reading</i>
	RF.1.2	<ul style="list-style-type: none"> Know the sound symbol correspondence of all short and long vowel sounds. Identify vowels/vowel sounds within single syllable words (e.g., CVC words). Isolate and blend phonemes in single syllable words. Identify phonemes in the initial, medial and final position in spoken single syllable words. Articulate simple decodable words, identifying all phonemes in the initial, medial and final position. Segment phonemes in proper order (e.g., 	<ul style="list-style-type: none"> Elkonin Boxes Guess the Word/Snail Talk Game Picture Sort

	c-a-t = cat).		<p>Ask your child if he can change one of the letters to make 'pot'. Then continue to make other words, always changing one letter at a time 'pat', 'fat', 'mat', 'cat', 'sat', 'sap', 'tap', 'cap', 'map', 'mop', 'cop', 'top', 'pop'</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RF.1.3	<ul style="list-style-type: none"> Understand that sometimes two consonant letters make one sound (e.g., sh, th, ck). Read and pronounce the sounds represented in one-syllable words. Know that in many short words that end in -e, the vowel has a long sound. Understand that words have parts (syllables), and each part needs a vowel. Use inflectional endings such as -ed, -es, and -ing, to read words. Know the role that inflectional ending play in making words. Know rules for breaking words apart like double consonants, inflectional endings. Ability to decode simple two syllable words following the vowel pattern for syllable division. Recognize and read grade I irregularly spelled words words, and words with inflectional endings(e.g., look, looked) 	<ul style="list-style-type: none"> Making Words Word Ladders Word Family Anchor Charts Word Wall Word Study Sound/Spelling Cards and Sound Wall Phoneme/Grapheme Mapping Strategy Lessons Focused on the Skill of Decoding: <ul style="list-style-type: none"> Use a Word You Know Apply Your Word Study to Book Reading Group Letters That Make Sounds Together Take the Ending Off Decodable Texts 	<ul style="list-style-type: none"> Using Elkonin boxes, have students identify letter-sound correspondences for common consonant digraphs. Have students write the spelling correspondences for the consonant digraphs. Elkonin boxes can also be used to segment and blend words with a long vowel and silent -e. Assess students known high frequency words using a Dolche, Fry, or similar list Word Sorts: Have students sort words according to spelling and/or sound patterns. Ask students to explain how the words are sorted and tell about any irregular words that were part of the sort and what makes them irregular. Give students cards with multisyllable words. Students mark or cut the card to illustrate where the words break apart(e.g., double consonants, inflectional endings) Weekly and module assessments for <i>Into Reading</i>

Weekly Pacing Guide

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 1st grade.

Grading Period 1		Module 1 Week 1	Module 1 Week 2	Module 1 Week 3	Module 2 Week 1	Module 2 Week 2	Module 2 Week 3	Module 3 Week 1	Module 3 Week 2	Module 3 Week 3
Reading	Focus Standards	RL.1.1* RL.1.3 RL.1.7 RL.1.10* RI.1.1* RI.1.3 RI.1.7 RI.1.10*	RL.1.2 RL.1.3 RL.1.7 RL.1.10* RI.1.2 RI.1.3 RI.1.7 RI.1.10*	RL.1.1* RL.1.2 RL.1.3 RL.1.10* RI.1.1* RI.1.2 RI.1.3 RI.1.10*	RL.1.3 RL.1.4* RL.1.10* RI.1.3 RI.1.4* RI.1.8 RI.1.10*	RL.1.1* RL.1.2 RL.1.3 RL.1.10* RI.1.1* RI.1.2 RI.1.3 RI.1.10*	RL.1.3 RL.1.4* RL.1.10* RI.1.3 RI.1.4* RI.1.8 RI.1.10*	RL.1.1* RL.1.3 RL.1.9 RL.1.10* RI.1.1* RI.1.3 RI.1.9* RI.1.10*	RL.1.1* RL.1.3 RL.1.9 RL.1.10* RI.1.1* RI.1.3 RI.1.9* RI.1.10*	RL.1.1* RL.1.3 RL.1.9* RL.1.10* RI.1.1* RI.1.3 RI.1.9* RI.1.10*
	Supporting Standards	RL.1.2 RL.1.4* RI.1.2 RI.1.4*	RL.1.1* RL.1.5 RI.1.1* RI.1.5	RL.1.5 RL.1.7 RL.1.9 RI.1.5 RI.1.7 RI.1.9*	RL.1.1* RL.1.2 RL.1.7 RI.1.1* RI.1.2 RI.1.7	RL.1.5 RL.1.7 RI.1.5 RI.1.7 RI.1.8	RL.1.1* RL.1.5 RL.1.7 RI.1.1* RI.1.5 RI.1.7	RL.1.5 RL.1.6 RL.1.7 RI.1.5 RI.1.6 RI.1.7	RL.1.4* RL.1.6 RL.1.7 RI.1.4* RI.1.6 RI.1.7	RL.1.6 RL.1.7 RI.1.6 RI.1.7
Writing	Focus Standards	W.1.3	W.1.3	W.1.3	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2
	Supporting Standards	W.1.8*	W.1.5 W.1.8*	W.1.5 W.1.6	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6
Speaking and Listening	Focus Standards	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6
	Supporting Standards									

Language	Focus Standards	L.1.1 b, f L.1.4* b L.1.5* a	L.1.1 b L.1.2 b, e L.1.4* b L.1.5* a	L.1.1b,e,f L.1.2 b, e L.1.4* b	L.1.1 f L.1.2 b, e L.1.4* a, b L.1.5* c	L.1.1 b, f L.1.2 b, e L.1.4* a, b	L.1.1 c L.1.2 b, e L.1.4* a, b L.1.5* c	L.1.1 j L.1.2 b, e L.1.4* c L.1.5* c	L.1.2 b, e L.1.4* c L.1.5* c	L.1.1 c L.1.2 b, e L.1.4* c
	Supporting Standards	L.1.1 a, h, j L.1.2 a L.1.5* c L.1.6*	L.1.1 a, h, j L.1.2 a L.1.5* c L.1.6*	L.1.1 a, h, j L.1.2 a L.1.5* a, c L.1.6*	L.1.1 a, h, j L.1.2 a L.1.6*	L.1.1 a, h, j L.1.2 a L.1.6*	L.1.1 a, h, j L.1.2 a L.1.6*	L.1.1 a, h, i L.1.2 a L.1.6*	L.1.1 a, h, i L.1.2 a L.1.6*	L.1.1 a, h, i L.1.2 a L.1.6*
Foundations		Unit 1 Week 1	Unit 1 Week 2	Unit 1 Week 3	Unit 2 Week 1	Unit 2 Week 1-2	Unit 2 Week 2	Unit 3 Week 1	Unit 3 Week 2	Unit 4 Week 1
Foundational Skills	Focus Standards	RF.1.1 RF.1.2 a, b RF.1.3 b, g	RF.1.1 RF.1.2 a, b RF.1.3 b, g	RF.1.1 RF.1.2 a, b RF.1.3 b, g	RF.1.1 RF.1.2 b, c, d RF.1.3 b, g	RF.1.1 RF.1.2 b, c, d RF.1.3 b, g	RF.1.1 RF.1.2 b, c, d RF.1.3 b, g	RF.1.1 RF.1.2 b, c, d RF.1.3 a, b, g	RF.1.1 RF.1.2 c RF.1.3 a,b,g	RF.1.2 b, c, d RF.1.3 a,b, g
	Supporting Standards	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c

Grading Period 2
Reading
Literature

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

RL.1.2 - Analyze literary text development.

- a. Demonstrate understanding of the lesson.
- b. Retell stories, including key details.

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.

RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 - Identify who is telling the story at various points in a text.

RL.1.7 - Use illustration 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.

RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade I. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

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

RI.1.2 - Analyze informational text development

- a. Identify the main topic
- b. Retell key details of a text

RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

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 (e.g., in illustrations, descriptions, or procedures).

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

Writing

W.1.2 - Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 - Write narratives to 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.

W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

Speaking and Listening

- SL.1.1 - Participate in collaborative conversations about grade 1 topics and texts with diverse partners 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 in various media and other formats (e.g., orally).
- 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.
- 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.)

Language

- L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives.
- L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexible from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
- 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.
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Foundational Skills

- RF.1.2 - Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
- Orally produce single-syllable words by blending phonemes, including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual 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.

- b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - 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.

9 weeks				
Grading Period 2	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for the corresponding strand.</small>	Strategies/Activities <small>*Adapted from ODE Model Curriculum: explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	RL.1.1	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Make inferences • Ask and answer questions which begin with who, what, where, when, why, how • Ask and answer questions about key details 	<ul style="list-style-type: none"> • Interactive Read Aloud and Literature Discussions • Mini-lessons focused on retelling: (Growing Readers by Kathy Collins. Stenhouse, Portland, ME, 2004) • Turn and Talk, Team Talk, Think-Pair-Share • Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ “Lean on the Pictures” ○ “Uh-oh... Phew” ○ “Somebody... Wanted... But... So...” ○ “Notice a Pattern and Give Advice” ○ Story Mapping ○ Story Sequencing 	<ul style="list-style-type: none"> • Read a page of the story without sharing the illustrations. Have students draw and/or write about what they heard and understood. • Before reading a story, have students ask questions they have about the text. • Have students draw and/or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. • Question/Answer Sentence Strips: Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip. • Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. • Weekly and module assessments for <i>Into Reading</i>
	RL.1.2	<ul style="list-style-type: none"> • Understand key details. • Understand sequential order • Identify and verbalize key details and main 		<ul style="list-style-type: none"> • Oral retelling of a story in sequential order that has been heard or read • Sequential retelling of the story with

		<p>events within the story.</p> <ul style="list-style-type: none"> ● Retell stories, including key details in sequential order. ● Identify and verbalize the problem or conflict in the story. ● Identify and verbalize how the problem or conflict was resolved within the story. ● Demonstrate understanding of the lesson. 		<p>pictures and/or words using a timeline, cartoon strip, or other graphic organizer</p> <ul style="list-style-type: none"> ● Retelling the story by acting it out ● Have students recall some key details from the story/passage. Write the details on strips and place inside the can. Students then pull the strips out of the can, put in order and then retell the story/passage and make the connection back to the main topic or idea. Then ask students what the central message or lesson is from the story. ● Orally tell the problem/conflict of the story and how it was resolved. ● Write a letter to a character in the story about the problem/conflict faced and how it was resolved. ● Tell the lesson of the story including details from the text ● Weekly and module assessments for <i>Into Reading</i>
	RL.1.3	<ul style="list-style-type: none"> ● Identify the major events in a story or play ● Identify the characters in a story or play ● Identify the beginning, middle and end of a story or play ● Describe or graphically represent characters, setting and major events in a story or play ● Use key details to support descriptions of characters, setting and major events ● Describe characters, settings, and major events in a story, using key details 		<ul style="list-style-type: none"> ● Have students retell the story orally or with pictures and words using time order words to identify major events in the order they occurred ● Complete a graphic organizer with specific details and evidence from the text to describe characters, setting and beginning, middle, and end of a story ● Setting the Stage: After reading a story, have students draw a picture of the setting. Encourage them to add details to their illustrations. Then have students share their illustrations and discuss the details in their drawing. ● Weekly and module assessments for <i>Into</i>

			<i>Reading</i>
RL.1.4	<ul style="list-style-type: none"> Understand that words are clues to what characters are thinking Use context clues to help unlock the meaning of unknown words/phrases Identify words and phrases in stories, poems, and songs that indicate use of the 5 senses ... see, hear, smell, touch, taste Identify words and phrases in stories, poems, and songs that communicate feelings ... happy, sad, angry, worry, fear. Identify figurative language and literary devices 	<ul style="list-style-type: none"> Evoking Images Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> Who's Telling the Story Poetry Study <ul style="list-style-type: none"> Mini-lessons for Poem Study Compare and Contrast Texts 	<ul style="list-style-type: none"> Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions Have students share the mental images they create using their five senses - responses can be spoken, dramatic, artistic, or written. Teachers should note images that extend and enhance the text, come from all the senses and emotions, and images that are revised Have students cite evidence from the text to explain how they know what the character is feeling Have students identify the words in the story that tell us what the setting looks like Two Doors Foldable: Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word "Feelings" on the left flap and the word "Senses" on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap. Weekly and module assessments for <i>Into Reading</i>
RL.1.9	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures 	<ul style="list-style-type: none"> Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer 	<ul style="list-style-type: none"> Compare the Characters/Adventure/ Experience: students complete a Venn Diagram graphic organizer to compare

	<p>and experiences) within and between texts</p> <ul style="list-style-type: none"> • Know that compare means looking for things that are alike or the same. • Know that contrast means looking for differences • Identify similarities and differences in the adventures and experiences of characters in familiar stories 	<p>Serravallo. Portsmouth, NH: Heinemann, 2015).</p> <ul style="list-style-type: none"> ○ How's the Character Feeling? ○ What's in the Bubble? ○ Role Playing Characters to Understand Them Better ○ Character Comparisons • Picture Walk • Mini-lessons focused on Comparing and Contrasting Characters (<i>Growing Readers</i> by Kathy Collins. Stenhouse, Portland, ME, 2004) 	<p>and contrast the adventures and experiences of characters in different stories. You can also use a Venn Diagram pocket chart, or two pieces of string to make a Venn Diagram on the floor. This could also be done with three characters using a three circle Venn Diagram.</p> <ul style="list-style-type: none"> • Tri-fold Brochure: After reading two stories, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. Students decorate the front of their brochure to reflect a character from each of the two stories. When it is opened flat, students write the name of one character on the left and will list the experiences that are specific to this character. Write the name of the character from the other story at the top of the right side and will list the experiences that are specific to this character. The middle is for information that both characters have in common. Students write and/or draw on all three sections. Students then share their information defending their choices of what is similar. All students can do this activity with the same two texts or put them into groups and assign each group a different set of books. • Weekly and module assessments for <i>Into Reading</i>
RL.1.10	<ul style="list-style-type: none"> • Recite poems • Identify characteristics of poetry • Identify/Understand key ideas and details in prose and poetry • Make connections between texts such as 	<ul style="list-style-type: none"> • Shared Reading • Partner Reading • Running Records • Think Aloud Strategy • Independent Reading, Just-Right Books 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and

	<p>poems on the same topic.</p> <ul style="list-style-type: none"> • Use prior knowledge/experiences to make and confirm predictions about what will happen next in a story 	<p>and Reading Conferences</p> <ul style="list-style-type: none"> • Steps for Implementing Independent Reading • Understanding Schema Mini-lesson • Making Connections: Readers Make Connections as They Read • Mini-lessons that teach children to make connections that deepen their understanding of a story 	<p>pictures</p> <ul style="list-style-type: none"> • Three Things: The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” • Strategy Checklist: Use a strategy checklist while students are reading to ensure what strategies are used by each student. • Weekly and module assessments for <i>Into Reading</i>
RI.1.1	<ul style="list-style-type: none"> • Identify key details of an informational text • Ask questions about the key details in an informational text • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> • Interactive Read Aloud and Discussion • Turn and Talk, Team Talk, Think-Pair-Share • Think Aloud • Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ “Text Link Talks” ○ “Graffiti Boards” ○ “Science/History Writers” ○ “Notice What Repeats” ○ “Survey the Text” ○ “Gather up the Facts” 	<ul style="list-style-type: none"> • Read a page of the text without sharing the illustrations. Have students draw and/or write about what they heard and understood. • Before reading a story, have students ask questions they have about the text. • After reading multiple texts on the same topic, students write about an important concept or idea learned, including illustrations, captions, and/or labels. • Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip.

			<ul style="list-style-type: none"> ● Focus Questions ● Anticipation Guide 	<ul style="list-style-type: none"> ● Weekly and module assessments for <i>Into Reading</i>
	RI.1.2	<ul style="list-style-type: none"> ● Identify and retell key details in an informational text ● Identify the main topic of an informational text ● Describe or graphically represent the relationship between main topic and key details 		<ul style="list-style-type: none"> ● Students respond to focus questions verbally, or with words and pictures. ● Students place Post-It notes indicating where they found clues or answers related to focus questions. ● Students recall what is read by listing facts learned. ● Order the Details: After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips. ● Weekly and module assessments for <i>Into Reading</i>
	RI.1.3	<ul style="list-style-type: none"> ● Identify the individuals, events and key ideas/concepts in informational texts ● Describe (or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship) ● Identify text features such as author and title in informational texts ● Recognize that informational texts have a structure 		<ul style="list-style-type: none"> ● Complete a graphic organizer with specific details and evidence from the text to describe individuals, events, and key ideas/concepts in the text ● Complete a Venn Diagram or T-Chart describing the connection between individuals, events, and key ideas/concepts ● Timelines; The teacher selects a nonfiction text, and models how to create a timeline using the events/ideas from the text. As students become independent with the activity, students create a timeline of events, people, and ideas. Students share a connection they have made about how different events and people affect others.

			<ul style="list-style-type: none"> • Lunch Bag Attributes. After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the student writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals. • Weekly and module assessments for <i>Into Reading</i>
RI.1.4	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Recognize words and phrases that have literal and nonliteral meanings • Identify figurative language • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<ul style="list-style-type: none"> • Strategy Lessons: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ Insert a Synonym ○ It's Right There in the Sentence! ○ Cover Up Then Zoom In ○ Get More From Pictures • A Nonfiction Study in a Workshop Approach • Concept Sort 	<ul style="list-style-type: none"> • Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions • Students tell the meaning of an unknown word using context clues from the text • Students sort words into categories based on the meaning of the words • Weekly and module assessments for <i>Into Reading</i>
RI.1.8	<ul style="list-style-type: none"> • Identify the author's key ideas/points • Identify reasons /details that support the author's key ideas/points 	<ul style="list-style-type: none"> • A Nonfiction Study in a Workshop Approach (<i>Growing Readers</i> by Kathy Collins, 2004): 	<ul style="list-style-type: none"> • Identify the Main Idea: After reading an informational text, develop the main idea with the students. The teacher will make

		<ul style="list-style-type: none"> • Differentiate between relevant and irrelevant reasons/details • Identify the relevant reasons/examples an author gives to support points in a text 	<ul style="list-style-type: none"> ○ Reading Center Cycles ○ Mini-lesson ideas for the first cycle ○ Mini-lesson ideas for the second cycle ○ Mini-lesson ideas for the third cycle • Paired Texts • Final Project/Celebration • Read Aloud/Think Aloud and Guided Practice • Strategy Lesson: Reading Informational Text using the 3-2-1 Strategy • Venn Diagram 	<p>a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea.</p> <ul style="list-style-type: none"> • Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. • Weekly and module assessments for <i>Into Reading</i>
	RI.1.9	<ul style="list-style-type: none"> • Identify basic similarities between two texts on the same topic • Identify basic differences between two texts on the same topic • Identify or graphically represent basic similarities in and differences between two texts on the same topic 		<ul style="list-style-type: none"> • Venn Diagram: After reading two texts on the same topic, students complete a Venn Diagram to show similarities and differences in the two texts. You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. • Tri-fold Brochure: Students can do this activity with the same two texts or put them into groups and allow students to choose the two texts and topic they would like to read more about. After reading two texts on the same topic, students create a tri-fold brochure out of a large piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and list information that is specific to this text.

			<p>They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share information.</p> <ul style="list-style-type: none"> • Two Column Chart: Read two texts about a topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two topics you chose. (food, activities, etc.) • Comparison Procedure Chart: Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. • Weekly and module assessments for <i>Into Reading</i>
RI.1.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Partner Reading • Shared Reading • Reading Workshop • Independent Reading, Just-Right Books and Reading Conferences 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Have students share text-to-text, or text-to-world connections verbally or with words and pictures • Annotation Notation Rubric: Have students use the following symbols to show understanding of the text: <ul style="list-style-type: none"> ○ The main idea (Put a box around the main idea.) ○ _____ Details (Underline the details.) ○ Words to remember (Circle key words to remember.)

			<ul style="list-style-type: none"> ○ Then students write a summary. ● Weekly and module assessments for <i>Into Reading</i>
W.1.2	<ul style="list-style-type: none"> ● Identify a topic. ● Select important and interesting information about the topic. ● Communicate ideas clearly to the audience. ● Provide a concluding statement. 	<ul style="list-style-type: none"> ● Writer's Workshop ● Anchor Charts ● Interactive Writing ● Shared Writing ● Mentor/Focal Texts ● Focused Mini-lessons ● Writing Conference ● Graphic Organizers ● Writer's Notebooks ● Student-friendly checklists ● On-demand Writing 	<ul style="list-style-type: none"> ● Informative Writing Rubric ● Using pictures and words, write about information learned from a text. ● Using pictures and words write about how two topics or ideas are alike ● Using pictures and words write about how two topics or ideas are different ● Weekly and module assessments for <i>Into Reading</i>
W.1.3	<ul style="list-style-type: none"> ● Determine the major events and important details readers will need in order to understand a narrative. ● Use time order words to help the reader follow the sequence of story events. ● Provide a concluding statement. 		<ul style="list-style-type: none"> ● Narrative Writing Rubric ● Complete a story map to illustrate events of a story in the order they occurred ● Ask students to write their own stories, using the graphic organizer and sequencing words. Have the students ask themselves, "Does my story have a beginning, middle, and an end?" If it doesn't, encourage the students to write a sentence that will fill in that part of the story. Students could then exchange stories and peer review. ● Weekly and module assessments for <i>Into Reading</i>
SL.1.1	<ul style="list-style-type: none"> ● Know that there are rules when talking, such as not interrupting another person. ● When listening to someone, look at the person speaking. 	<ul style="list-style-type: none"> ● Turn and Talk, Team Talk, Think-Pair-Share ● Accountable Discussions ● Four Corner Debate 	<ul style="list-style-type: none"> ● Note a student's ability to listen and take turns during class discussions. ● Note whether a student looks at the speaker while listening to them

		<ul style="list-style-type: none"> When listening to someone speak, respond to them about the topic being discussed. Ask questions for clarity. 	<ul style="list-style-type: none"> Interactive Read Aloud and Literature Discussions Book Clubs Global Read Aloud Community Partners 	<ul style="list-style-type: none"> Note that a student's response is appropriate to the topic being discussed Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.1.2	<ul style="list-style-type: none"> Understand that illustrations and words convey messages. Listen with the intent to remember what is being read. Recognize important details. Understand how the title relates to the text. Understand there are messages and lessons in videos and pictures, as well as text. Know how to ask questions appropriate to the text or discussion. Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. Note a student's ability to answer questions about key details in a text read aloud Note a student's ability to orally respond to a question about a text that has been read Note that the student's response is appropriate to the text, task, and discussion Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.1.3	<ul style="list-style-type: none"> Understand what is being said. Ask important questions. Answer important questions. Ask for more information to clarify what is being said. Know how to ask questions when something is not understood. 		<ul style="list-style-type: none"> Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item.

			<ul style="list-style-type: none"> • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.4	<ul style="list-style-type: none"> • Understand the event being described. • Understand that a place can be a building, city, space, or location. • Know and use sensory words to describe. • Know and use positional words to describe. • Know and use multiple descriptive words. 	<ul style="list-style-type: none"> • Expert Projects • Sentence Stems • Book Review • Reader's Theater • Sketch Notebooks • Classroom Video Recording Booth • Digital Storytelling 	<ul style="list-style-type: none"> • Monitor to notice if details and descriptions are used in conversations and class discussions. • Ask students to describe a character or setting from a text, prompt for additional details • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.5	<ul style="list-style-type: none"> • Choose a topic to speak about. • Be able to use adjectives to describe. • Use a picture or media to present information. • Use pictures to mark work to support what is being said. • Understand that charts, graphs or illustrations help increase understanding. 		<ul style="list-style-type: none"> • Allow students to use drama/role play or puppets to add more detail after a read aloud. • Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
SL.I.6	<ul style="list-style-type: none"> • Understand that there are times when complete sentences are needed. • Know that complete sentences express a thought. • Know and use different sentence types (e.g., declarative, interrogative, exclamatory, and imperative) in response to a prompt or situation. 		<ul style="list-style-type: none"> • Note a student's ability to speak clearly with appropriate volume for the audience and situation • Note a student's ability to express thoughts and feelings clearly with limited extraneous information. • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or

			behavior.
L.1.1	<ul style="list-style-type: none"> • Write a complete sentence. • Understand the use of verbs. • Understand proper nouns. • Understand the use of adjectives. • Understand the difference between upper- and lowercase letters. • Understand different types of sentences. 	<ul style="list-style-type: none"> • Morning Message • Interactive Writing • Shared Writing • Cut Up Sentences or Stories • Pocket Chart Stories or Rhymes • Peer Editing 	<ul style="list-style-type: none"> • Using a shared sentence or text, have students identify words that name a person, place, thing, or idea, action words, and describing words. Make a chart listing the identified nouns, verbs and adjectives.. • Provide students with a simple sentence about a text or topic they are familiar with. Have students expand the sentence using a variety of conventions to add details and create a complex sentence. • Make two piles or containers with index cards. One pile has time words (e.g., today, yesterday, next week). The second pile has verbs. Students choose an index card from each pile and compose a sentence that conveys a sense of past, present, and future • Use a checklist to document student's appropriate use of the conventions of standard English when writing or speaking • Weekly and module assessments for <i>Into Reading</i>
	<ul style="list-style-type: none"> • Identify period, question mark, and exclamation mark. • Know when to use a period, question mark, and exclamation point. • Know that the first word in a sentence, proper names, days of the week and months are capitalized. • Know that a comma separates the date from the year. 		<ul style="list-style-type: none"> • In whole- or small group, compose sentences with the students. Have students identify the appropriate ending punctuation for the sentence and explain why. • Put students in two groups/teams. One team will name holidays, products, or places they know. Students on the other team write the proper nouns on white

	<ul style="list-style-type: none"> Understand letter patterns and their sounds. 		<p>boards with spelling support when necessary. Have teams take turns selecting and writing the proper nouns.</p> <ul style="list-style-type: none"> Using a checklist, note student use of letter-sound correspondence to spell untaught words phonetically, and conventional spelling for common spelling patterns and frequently occurring irregular words. Weekly and module assessments for <i>Into Reading</i>
L.I.4	<ul style="list-style-type: none"> Understand and know many common words. Understand that some words have other meanings. Use context and/or pictures to help determine a new meaning for a known word. Know and understand affixes. 	<ul style="list-style-type: none"> Turn and Talk, Team Talk, Think-Pair-Share Concept Word Sorts Songs Shared Reading Vocabulary Four Square 	<ul style="list-style-type: none"> Have students illustrate multiple meanings for familiar words (e.g., a duck as a bird, and the verb to duck). Provide students with a selection of sentences that include frequently occurring root words with inflectional endings. Ask students to circle the root word and use the inflection to determine and state the meaning of the word. Weekly and module assessments for <i>Into Reading</i>
L.I.5	<ul style="list-style-type: none"> Understand parts of speech. Distinguish between nouns, verbs, and adjectives. Understand shades of meaning for appropriate usage. Understand the relationship between groups of words. Sort words into categories. 		<ul style="list-style-type: none"> Have students group pictures, words, or objects by color, size, shape, or any other attribute. Have students define words by their category and one or more key attributes Select words, phrases, or a sentence from the text and ask students to compose a sentence based on real life connections (e.g., note places at home that are <i>cozy</i>) Write a sentence on the board using a simple, commonly used adjective (e.g., good, nice, happy, large). Have students list stronger words that can replace the

			<p>commonly used word. Have them compose sentences using words from their list.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RF.1.2	<ul style="list-style-type: none"> Know the sound symbol correspondence of all short and long vowel sounds. Identify vowels/vowel sounds within single syllable words (e.g., CVC words). Isolate and blend phonemes in single syllable words. Identify phonemes in the initial, medial and final position in spoken single syllable words. Articulate simple decodable words, identifying all phonemes in the initial, medial and final position. Segment phonemes in proper order (e.g., c-a-t = cat). 	<ul style="list-style-type: none"> Elkonin Boxes Guess the Word/Snail Talk Game Picture Sort 	<ul style="list-style-type: none"> Identify important story details Understand that illustrations add details to story Identify information obtained from illustrations Describe the relationship between illustrations and the story in which they appear Use illustrations and details in a story to describe its characters, setting, or events
RF.1.3	<ul style="list-style-type: none"> Understand that sometimes two consonant letters make one sound (e.g., sh, th, ck). Read and pronounce the sounds represented in one-syllable words. Know that in many short words that end in -e, the vowel has a long sound. Understand that words have parts (syllables), and each part needs a vowel. Use inflectional endings such as -ed, -es, and -ing, to read words. Know the role that inflectional endings play in making words. Know rules for breaking words apart like 	<ul style="list-style-type: none"> Making Words Word Ladders Word Family Anchor Charts Word Wall Word Study Sound/Spelling Cards and Sound Wall Phoneme/Grapheme Mapping Strategy Lessons Focused on the Skill of Decoding: <ul style="list-style-type: none"> Use a Word You Know Apply Your Word Study to Book Reading Group Letters That Make Sounds Together 	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between texts Know that compare means looking for things that are alike or the same. Know that contrast means looking for differences Identify similarities and differences in the adventures and experiences of characters in familiar stories

		<p>double consonants, inflectional endings.</p> <ul style="list-style-type: none"> • Ability to decode simple two syllable words following the vowel pattern for syllable division. • Recognize and read grade 1 irregularly spelled words/sight words, and words with inflectional endings (e.g., look, looked) 	<ul style="list-style-type: none"> ○ Take the Ending Off • Decodable Texts 	
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Weekly Pacing Guide

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 1st grade.

Grading Period 2		Module 4 Week 1	Module 4 Week 2	Module 4 Week 3	Module 5 Week 1	Module 5 Week 2	Module 5 Week 3	Module 6 Week 1	Module 6 Week 2	Module 6 Week 3
Reading	Focus Standards	RL.1.1* RL.1.2 RL.1.10* RI.1.1* RI.1.2 RI.1.8 RI.1.10*	RL.1.2 RL.1.3 RL.1.10* RI.1.2 RI.1.3 RI.1.8 RI.1.10*	RL.1.1* RL.1.2 RL.1.10* RI.1.1* RI.1.2 RI.1.8 RI.1.10*	RL.1.1* RL.1.3 RL.1.4* RL.1.10* RI.1.1* RI.1.3 RI.1.4* RI.1.10*	RL.1.1* RL.1.3 RL.1.9 RL.1.10* RI.1.1* RI.1.3 RI.1.9* RI.1.10*	RL.1.2 RL.1.3 RL.1.9 RL.1.10* RI.1.2 RI.1.3 RI.1.9* RI.1.10*	RL.1.1* RL.1.3 RL.1.4* RL.1.10* RI.1.1* RI.1.3 RI.1.4* RI.1.10*	RL.1.1* RL.1.3 RL.1.10* RI.1.1* RI.1.3 RI.1.4* RI.1.10*	RL.1.3 RL.1.4* RL.1.10* RI.1.3 RI.1.4* RI.1.10*
	Supporting Standards	RL.1.3 RL.1.4* RL.1.7 RI.1.3 RI.1.4* RI.1.7	RL.1.1* RL.1.4* RL.1.5 RI.1.1* RI.1.4* RI.1.5	RL.1.3 RL.1.7 RL.1.9 RI.1.3 RI.1.7 RI.1.9*	RL.1.2 RL.1.7 RI.1.2 RI.1.7	RL.1.2 RL.1.5 RI.1.2 RI.1.5 RI.1.8	RL.1.5 RL.1.7 RI.1.5 RI.1.7 RI.1.8	RL.1.5 RL.1.6 RI.1.5 RI.1.6	RL.1.2 RL.1.4* RI.1.2 RI.1.4* RI.1.8	RL.1.6 RL.1.7 RI.1.6 RI.1.7 RI.1.8
Writing	Focus Standards	W.1.2	W.1.2	W.1.2	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3
	Supporting Standards	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6	W.1.8*	W.1.5 W.1.8*	W.1.5 W.1.6	W.1.8*	W.1.5 W.1.8*	W.1.5 W.1.6
Speaking and Listening	Focus Standards	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6
	Supporting Standards									

Language	Focus Standards	L.1.1 i L.1.2 e L.1.4* a	L.1.1 b L.1.2 e L.1.4* a	L.1.1 i L.1.2 a, e L.1.4* a, b	L.1.1 c L.1.2 e	L.1.1 c, e L.1.2 e	L.1.1 c, e L.1.2 d, e L.1.4* b	L.1.2 e L.1.4* a, b L.1.5* c	L.1.1 L.1.2 e L.1.4* a, b	L.1.1 b L.1.2 c, e L.1.4* a, b L.1.5* c
	Supporting Standards	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b, c L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*	L.1.1 a, j L.1.2 a, b L.1.6*
Fundations		Unit 4 Week 2	Unit 5 Week 1	Unit 6 Week 1	Unit 6 Week 2	Unit 6 Week 3	Unit 7 Week 1	Unit 7 Week 2	Unit 7 Week 3	Unit 8 Week 1
Foundational Skills	Focus Standards	RF.1.2 b, c, d RF.1.3 a, b, g	RF.1.2 b, c, d RF.1.3 a, b, g	RF.1.2 b, c, d RF.1.3 a, b, f, g	RF.1.3 a, b, g	RF.1.2 b, c, d RF.1.3 a, b, e, g	RF.1.2 b, c, d RF.1.3 a, b, e, f, g	RF.1.2 b, c, d RF.1.3 a, b, g	RF.1.2 b, c, d RF.1.3 a, b, f, g	RF.1.2 b, c, d RF.1.3 a, b, c, g
	Supporting Standards	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c	RF.1.1 RF.1.4*a, b, c

Grading Period 3
Reading
Literature

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

RL.1.2 - Analyze literary text development.

- a. Demonstrate understanding of the lesson.
- b. Retell stories, including key details.

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.

RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 - Identify who is telling the story at various points in a text.

RL.1.7 - Use illustration 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.

RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade I. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

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

RI.1.2 - Analyze informational text development

- a. Identify the main topic
- b. Retell key details of a text

RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

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 (e.g., in illustrations, descriptions, or procedures).

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

Writing

W.1.1 - Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 - Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 - Write narratives to 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.

W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

Speaking and Listening

SL.1.1 - Participate in collaborative conversations about grade I topics and texts with diverse partners 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 in various media and other formats (e.g., orally).
- 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.
- 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.)

Language

- L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - f. Use frequently occurring adjectives.
- L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexible from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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.
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Foundational Skills

- RF.1.2 - Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending phonemes, including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual 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.

9 weeks				
Grading Period 3	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for the corresponding strand.</small>	Strategies/Activities <small>*Adapted from ODE Model Curriculum: explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	RL.1.1	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Make inferences • Ask and answer questions which begin with who, what, where, when, why, how • Ask and answer questions about key details 	<ul style="list-style-type: none"> • Interactive Read Aloud and Literature Discussions • Mini-lessons focused on retelling: (Growing Readers by Kathy Collins. Stenhouse, Portland, ME, 2004) • Turn and Talk, Team Talk, Think-Pair-Share • Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ "Lean on the Pictures" ○ "Uh-oh... Phew" ○ "Somebody... Wanted... But... So..." ○ "Notice a Pattern and Give Advice" ○ Story Mapping ○ Story Sequencing 	<ul style="list-style-type: none"> • Read a page of the story without sharing the illustrations. Have students draw and/or write about what they heard and understood. • Before reading a story, have students ask questions they have about the text. • Have students draw and/or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. • Question/Answer Sentence Strips: Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip. • Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. • Weekly and module assessments for <i>Into Reading</i>
	RL.1.2	<ul style="list-style-type: none"> • Understand key details. • Understand sequential order • Identify and verbalize key details and 		<ul style="list-style-type: none"> • Oral retelling of a story in sequential order that has been heard or read • Sequential retelling of the story with

		<p>main events within the story.</p> <ul style="list-style-type: none"> • Retell stories, including key details in sequential order. • Identify and verbalize the problem or conflict in the story. • Identify and verbalize how the problem or conflict was resolved within the story. • Demonstrate understanding of the lesson. 		<p>pictures and/or words using a timeline, cartoon strip, or other graphic organizer</p> <ul style="list-style-type: none"> • Retelling the story by acting it out • Have students recall some key details from the story/passage. Write the details on strips and place inside the can. Students then pull the strips out of the can, put in order and then retell the story/passage and make the connection back to the main topic or idea. Then ask students what the central message or lesson is from the story. • Orally tell the problem/conflict of the story and how it was resolved. • Write a letter to a character in the story about the problem/conflict faced and how it was resolved. • Tell the lesson of the story including details from the text • Weekly and module assessments for <i>Into Reading</i>
	RL.1.3	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Describe or graphically represent characters, setting and major events in a story or play • Use key details to support descriptions of • characters, setting and major events • Describe characters, settings, and major events in a story, using key details 		<ul style="list-style-type: none"> • Have students retell the story orally or with pictures and words using time order words to identify major events in the order they occurred • Complete a graphic organizer with specific details and evidence from the text to describe characters, setting and beginning, middle, and end of a story • Setting the Stage: After reading a story, have students draw a picture of the setting. Encourage them to add details to their illustrations. Then have students share their illustrations and discuss the details in their drawing. • Weekly and module assessments for

			<i>Into Reading</i>
RL.1.4	<ul style="list-style-type: none"> • Understand that words are clues to what characters are thinking • Use context clues to help unlock the meaning of unknown words/phrases • Identify words and phrases in stories, poems, and songs that indicate use of the 5 senses ... see, hear, smell, touch, taste • Identify words and phrases in stories, poems, and songs that communicate feelings ... happy, sad, angry, worry, fear. • Identify figurative language and literary devices 	<ul style="list-style-type: none"> • Evoking Images • Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ Who's Telling the Story • Poetry Study <ul style="list-style-type: none"> ○ Mini-lessons for Poem Study • Compare and Contrast Texts 	<ul style="list-style-type: none"> • Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions • Have students share the mental images they create using their five senses - responses can be spoken, dramatic, artistic, or written. Teachers should note images that extend and enhance the text, come from all the senses and emotions, and images that are revised • Have students cite evidence from the text to explain how they know what the character is feeling • Have students identify the words in the story that tell us what the setting looks like • Two Doors Foldable: Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word "Feelings" on the left flap and the word "Senses" on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap. • Weekly and module assessments for <i>Into Reading</i>
RL.1.9	<ul style="list-style-type: none"> • Identify the characters within and between texts 	<ul style="list-style-type: none"> • Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide</i> 	<ul style="list-style-type: none"> • Compare the Characters/Adventure/Experience: students complete a Venn

	<ul style="list-style-type: none"> Identify the plots (including adventures and experiences) within and between texts Know that compare means looking for things that are alike or the same. Know that contrast means looking for differences Identify similarities and differences in the adventures and experiences of characters in familiar stories 	<p><i>to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015).</p> <ul style="list-style-type: none"> How's the Character Feeling? What's in the Bubble? Role Playing Characters to Understand Them Better Character Comparisons <ul style="list-style-type: none"> Picture Walk Mini-lessons focused on Comparing and Contrasting Characters (<i>Growing Readers</i> by Kathy Collins. Stenhouse, Portland, ME, 2004) 	<p>Diagram graphic organizer to compare and contrast the adventures and experiences of characters in different stories. You can also use a Venn Diagram pocket chart, or two pieces of string to make a Venn Diagram on the floor. This could also be done with three characters using a three circle Venn Diagram.</p> <ul style="list-style-type: none"> Tri-fold Brochure: After reading two stories, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. Students decorate the front of their brochure to reflect a character from each of the two stories. When it is opened flat, students write the name of one character on the left and will list the experiences that are specific to this character. Write the name of the character from the other story at the top of the right side and will list the experiences that are specific to this character. The middle is for information that both characters have in common. Students write and/or draw on all three sections. Students then share their information defending their choices of what is similar. All students can do this activity with the same two texts or put them into groups and assign each group a different set of books. Weekly and module assessments for <i>Into Reading</i>
RL.1.10	<ul style="list-style-type: none"> Recite poems Identify characteristics of poetry Identify/Understand key ideas and details 	<ul style="list-style-type: none"> Shared Reading Partner Reading Running Records 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-self,

	<p>in prose and poetry</p> <ul style="list-style-type: none"> • Make connections between texts such as poems on the same topic. • Use prior knowledge/experiences to make and confirm predictions about what will happen next in a story 	<ul style="list-style-type: none"> • Think Aloud Strategy • Independent Reading, Just-Right Books and Reading Conferences • Steps for Implementing Independent Reading • Understanding Schema Mini-lesson • Making Connections: Readers Make Connections as They Read • Mini-lessons that teach children to make connections that deepen their understanding of a story 	<p>text-to-text, or text-to-world connections verbally or with words and pictures</p> <ul style="list-style-type: none"> • Three Things: The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” • Strategy Checklist: Use a strategy checklist while students are reading to ensure what strategies are used by each student. • Weekly and module assessments for <i>Into Reading</i>
RI.1.1	<ul style="list-style-type: none"> • Identify key details of an informational text • Ask questions about the key details in an informational text • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> • Interactive Read Aloud and Discussion • Turn and Talk, Team Talk, Think-Pair-Share • Think Aloud • Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ “Text Link Talks” ○ “Graffiti Boards” ○ “Science/History Writers” 	<ul style="list-style-type: none"> • Read a page of the text without sharing the illustrations. Have students draw and/or write about what they heard and understood. • Before reading a story, have students ask questions they have about the text. • After reading multiple texts on the same topic, students write about an important concept or idea learned, including illustrations, captions, and/or labels. • Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up

		<ul style="list-style-type: none"> ○ “Notice What Repeats” ○ “Survey the Text” ○ “Gather up the Facts” ● Focus Questions ● Anticipation Guide 	<p>a question strip with the correct key details strip.</p> <ul style="list-style-type: none"> ● Weekly and module assessments for <i>Into Reading</i>
RI.1.2	<ul style="list-style-type: none"> ● Identify and retell key details in an informational text ● Identify the main topic of an informational text ● Describe or graphically represent the relationship between main topic and key details 		<ul style="list-style-type: none"> ● Students respond to focus questions verbally, or with words and pictures. ● Students place Post-It notes indicating where they found clues or answers related to focus questions. ● Students recall what is read by listing facts learned. ● Order the Details: After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips. ● Weekly and module assessments for <i>Into Reading</i>
RI.1.3	<ul style="list-style-type: none"> ● Identify the individuals, events and key ideas/concepts in informational texts ● Describe (or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship) ● Identify text features such as author and title in informational texts ● Recognize that informational texts have a structure 		<ul style="list-style-type: none"> ● Complete a graphic organizer with specific details and evidence from the text to describe individuals, events, and key ideas/concepts in the text ● Complete a Venn Diagram or T-Chart describing the connection between individuals, events, and key ideas/concepts ● Timelines; The teacher selects a nonfiction text, and models how to create a timeline using the events/ideas from the text. As students become independent with the activity, students create a timeline of events, people, and

			<p>ideas. Students share a connection they have made about how different events and people affect others.</p> <ul style="list-style-type: none"> ● Lunch Bag Attributes. After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the student writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals. ● Weekly and module assessments for <i>Into Reading</i>
RI.1.4	<ul style="list-style-type: none"> ● Read and reread other sentences and non-linguistic images in the text to identify context clues ● Use context clues to help unlock the meaning of unknown words/phrases ● Recognize words and phrases that have literal and nonliteral meanings ● Identify figurative language ● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<ul style="list-style-type: none"> ● Strategy Lessons: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ Insert a Synonym ○ It's Right There in the Sentence! ○ Cover Up Then Zoom In ○ Get More From Pictures ● A Nonfiction Study in a Workshop Approach ● Concept Sort 	<ul style="list-style-type: none"> ● Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions ● Students tell the meaning of an unknown word using context clues from the text ● Students sort words into categories based on the meaning of the words ● Weekly and module assessments for <i>Into Reading</i>

RI.1.7	<ul style="list-style-type: none"> Identify and describe key details that relate to the illustrations Describe the relationship between illustrations and the text in which they appear Identify the key idea(s) of the text Use information from illustrations and details from the text to describe its key ideas 	<ul style="list-style-type: none"> A Nonfiction Study in a Workshop Approach (<i>Growing Readers</i> by Kathy Collins, 2004): <ul style="list-style-type: none"> Reading Center Cycles Mini-lesson ideas for the first cycle Mini-lesson ideas for the second cycle Mini-lesson ideas for the third cycle Paired Texts Final Project/Celebration Read Aloud/Think Aloud and Guided Practice Strategy Lesson: Reading Informational Text using the 3-2-1 Strategy Venn Diagram 	<ul style="list-style-type: none"> Describe and Predict: During reading, stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. Illustration Purpose: Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? Guess the Picture: Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to describe which sentence goes with the picture. Matching Illustrations. Put five pictures and five sentences in a pocket chart. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with support, if needed. Lastly, have students match the sentence with the correct picture. Weekly and module assessments for <i>Into Reading</i>
RI.1.8	<ul style="list-style-type: none"> Identify the author's key ideas/points Identify reasons /details that support the author's key ideas/points Differentiate between relevant and 		<ul style="list-style-type: none"> Identify the Main Idea: After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author

		<p>irrelevant reasons/details</p> <ul style="list-style-type: none"> Identify the relevant reasons/examples an author gives to support points in a text 		<p>gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea.</p> <ul style="list-style-type: none"> Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. Weekly and module assessments for <i>Into Reading</i>
	RI.1.9	<ul style="list-style-type: none"> Identify basic similarities between two texts on the same topic Identify basic differences between two texts on the same topic Identify or graphically represent basic similarities in and differences between two texts on the same topic 		<ul style="list-style-type: none"> Venn Diagram: After reading two texts on the same topic, students complete a Venn Diagram to show similarities and differences in the two texts. You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. Tri-fold Brochure: Students can do this activity with the same two texts or put them into groups and allow students to choose the two texts and topic they would like to read more about. After reading two texts on the same topic, students create a tri-fold brochure out of a large piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on

			<p>the left and list information that is specific to this text. They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share information.</p> <ul style="list-style-type: none"> • Two Column Chart: Read two texts about a topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two topics you chose. (food, activities, etc.) • Comparison Procedure Chart: Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. • Weekly and module assessments for <i>Into Reading</i>
RI.1.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Partner Reading • Shared Reading • Reading Workshop • Independent Reading, Just-Right Books and Reading Conferences 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Have students share text-to-text, or text-to-world connections verbally or with words and pictures • Annotation Notation Rubric: Have students use the following symbols to show understanding of the text: <ul style="list-style-type: none"> ○ The main idea (Put a box around the main idea.) ○ _____ Details (Underline the

			details.) <ul style="list-style-type: none"> ○ Words to remember (Circle key words to remember.) ○ Then students write a summary. ● Weekly and module assessments for <i>Into Reading</i>
W.I.1	<ul style="list-style-type: none"> ● Readers must understand the topic they wish to write about. ● Writers communicate their opinions about texts to an audience. ● Opinions supported by specific reasons are considered valid ● Introduction and closure help ensure clarity of writer's perspective. 	<ul style="list-style-type: none"> ● Writer's Workshop ● Anchor Charts ● Interactive Writing ● Shared Writing ● Mentor/Focal Texts ● Focused Mini-lessons ● Writing Conference ● Graphic Organizers ● Writer's Notebooks ● Student-friendly checklists ● On-demand Writing 	<ul style="list-style-type: none"> ● Opinion Writing Rubric ● Provide a topic or object for the students. Have students make a T-chart listing facts about the topic/object in one column and opinion words in the other column. ● Read aloud a book to students that states an opinion or provides opportunities for students to have an opinion. Ask students to identify parts of the book that express an opinion. Using pictures and words, name and topic or book and express an opinion about it, supplying a reason for the opinion. ● Weekly and module assessments for <i>Into Reading</i>
W.I.2	<ul style="list-style-type: none"> ● Identify a topic. ● Select important and interesting information about the topic. ● Communicate ideas clearly to the audience. ● Provide a concluding statement. 		<ul style="list-style-type: none"> ● Informative Writing Rubric ● Using pictures and words, write about information learned from a text. ● Using pictures and words write about how two topics or ideas are alike ● Using pictures and words write about how two topics or ideas are different ● Weekly and module assessments for <i>Into Reading</i>

W.1.3	<ul style="list-style-type: none"> • Determine the major events and important details readers will need in order to understand a narrative. • Use time order words to help the reader follow the sequence of story events. • Provide a concluding statement. 		<ul style="list-style-type: none"> • Narrative Writing Rubric • Complete a story map to illustrate events of a story in the order they occurred • Ask students to write their own stories, using the graphic organizer and sequencing words. Have the students ask themselves, “Does my story have a beginning, middle, and an end?” If it doesn’t, encourage the students to write a sentence that will fill in that part of the story. Students could then exchange stories and peer review. • Weekly and module assessments for <i>Into Reading</i>
W.1.8	<ul style="list-style-type: none"> • Students will be able to answer research questions and take notes. • Recall from their own background knowledge. • Locate information within text. • Know that information can come from different sources, (e.g., books, digital, print). 	<ul style="list-style-type: none"> • Expert Projects • Field Trip Reflection • Genius Hour • Exploration Center • Integrated Shared Research 	<ul style="list-style-type: none"> • Teacher presents information to students by reading a page or two or watching a video clip. Throughout the reading or viewing, pause and tell the students to write down one important thing they learned from the reading up to that point in time. Teach the students to use bullets to separate their ideas. Have a few students share their notes with the whole group. Read a few more pages or watch another short clip and repeat. At the end of the video, book or section of book, the teacher can compile their notes onto chart paper. Students can use the notes to write a small paragraph or draw a picture to reflect the information retrieved from the text or clip.

SL.I.1	<ul style="list-style-type: none"> • Know that there are rules when talking, such as not interrupting another person. • When listening to someone, look at the person speaking. • When listening to someone speak, respond to them about the topic being discussed. • Ask questions for clarity. 	<ul style="list-style-type: none"> • Turn and Talk, Team Talk, Think-Pair-Share • Accountable Discussions • Four Corner Debate • Interactive Read Aloud and Literature Discussions • Book Clubs • Global Read Aloud • Community Partners 	<ul style="list-style-type: none"> • Note a student's ability to listen and take turns during class discussions. • Note whether a student looks at the speaker while listening to them • Note that a student's response is appropriate to the topic being discussed • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.2	<ul style="list-style-type: none"> • Understand that illustrations and words convey messages. • Listen with the intent to remember what is being read. • Recognize important details. • Understand how the title relates to the text. • Understand there are messages and lessons in videos and pictures, as well as text. • Know how to ask questions appropriate to the text or discussion. • Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> • Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. • Note a student's ability to answer questions about key details in a text read aloud • Note a student's ability to orally respond to a question about a text that has been read • Note that the student's response is appropriate to the text, task, and discussion • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.3	<ul style="list-style-type: none"> • Understand what is being said. • Ask important questions. • Answer important questions. • Ask for more information to clarify what is being said. • Know how to ask questions when something is not understood. 		<ul style="list-style-type: none"> • Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. • Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question.

			<ul style="list-style-type: none"> • Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item. • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.4	<ul style="list-style-type: none"> • Understand the even being described. • Understand that a place can be a building, city, space, or location. • Know and use sensory words to describe. • Know and use positional words to describe. • Know and use multiple descriptive words. 	<ul style="list-style-type: none"> • Expert Projects • Sentence Stems • Book Review • Reader's Theater • Sketch Notebooks • Classroom Video Recording Booth • Digital Storytelling 	<ul style="list-style-type: none"> • Monitor to notice if details and descriptions are used in conversations and class discussions. • Ask students to describe a character or setting from a text, prompt for additional details • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.I.5	<ul style="list-style-type: none"> • Choose a topic to speak about. • Be able to use adjectives to describe. • Use a picture or media to present information. • Use pictures to mark work to support what is being said. • Understand that charts, graphs or illustrations help increase understanding. 		<ul style="list-style-type: none"> • Allow students to use drama/role play or puppets to add more detail after a read aloud. • Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
SL.I.6	<ul style="list-style-type: none"> • Understand that there are times when complete sentences are needed. • Know that complete sentences express a thought. • Know and use different sentence types 		<ul style="list-style-type: none"> • Note a student's ability to speak clearly with appropriate volume for the audience and situation • Note a student's ability to express thoughts and feelings clearly with limited

	(e.g., declarative, interrogative, exclamatory, and imperative) in response to a prompt or situation.		<p>extraneous information.</p> <ul style="list-style-type: none"> Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
L.1.1	<ul style="list-style-type: none"> Write a complete sentence. Understand the use of verbs. Understand proper nouns. Understand the use of adjectives. Understand the difference between upper- and lowercase letters. Understand different types of sentences. 	<ul style="list-style-type: none"> Morning Message Interactive Writing Shared Writing Cut Up Sentences or Stories Pocket Chart Stories or Rhymes Peer Editing 	<ul style="list-style-type: none"> Using a shared sentence or text, have students identify words that name a person, place, thing, or idea, action words, and describing words. Make a chart listing the identified nouns, verbs and adjectives.. Provide students with a simple sentence about a text or topic they are familiar with. Have students expand the sentence using a variety of conventions to add details and create a complex sentence. Make two piles or containers with index cards. One pile has time words (e.g., today, yesterday, next week). The second pile has verbs. Students choose an index card from each pile and compose a sentence that conveys a sense of past, present, and future Use a checklist to document student's appropriate use of the conventions of standard English when writing or speaking Weekly and module assessments for <i>Into Reading</i>
L.1.2	<ul style="list-style-type: none"> Identify period, question mark, and exclamation mark. 		<ul style="list-style-type: none"> In the whole- or small group, compose sentences with the students. Have

	<ul style="list-style-type: none"> • Know when to use a period, question mark, and exclamation point. • Know that the first word in a sentence, proper names, days of the week and months are capitalized. • Know that a comma separates the date from the year. • Understand letter patterns and their sounds. 		<p>students identify the appropriate ending punctuation for the sentence and explain why.</p> <ul style="list-style-type: none"> • Put students in two groups/teams. One team will name holidays, products, or places they know. Students on the other team write the proper nouns on white boards with spelling support when necessary. Have teams take turns selecting and writing the proper nouns. • Using a checklist, note student use of letter-sound correspondence to spell untaught words phonetically, and conventional spelling for common spelling patterns and frequently occurring irregular words. • Weekly and module assessments for <i>Into Reading</i>
L.1.4	<ul style="list-style-type: none"> • Understand and know many common words. • Understand that some words have other meanings. • Use context and/or pictures to help determine a new meaning for a known word. • Know and understand affixes. 	<ul style="list-style-type: none"> • Turn and Talk, Team Talk, Think-Pair-Share • Concept Word Sorts • Songs • Shared Reading • Vocabulary Four Square 	<ul style="list-style-type: none"> • Have students illustrate multiple meanings for familiar words (e.g., a duck as a bird, and the verb to duck). • Provide students with a selection of sentences that include frequently occurring root words with inflectional endings. Ask students to circle the root word and use the inflection to determine and state the meaning of the word. • Weekly and module assessments for <i>Into Reading</i>
L.1.5	<ul style="list-style-type: none"> • Understand parts of speech. • Distinguish between nouns, verbs, and adjectives. • Understand shades of meaning for appropriate usage. 		<ul style="list-style-type: none"> • Have students group pictures, words, or objects by color, size, shape, or any other attribute. Have students define words by their category and one or more key attributes

	<ul style="list-style-type: none"> Understand the relationship between groups of words. Sort words into categories. 		<ul style="list-style-type: none"> Select words, phrases, or a sentence from the text and ask students to compose a sentence based on real life connections (e.g., note places at home that are <i>cozy</i>) Write a sentence on the board using a simple, commonly used adjective (e.g., good, nice, happy, large). Have students list stronger words that can replace the commonly used word. Have them compose sentences using words from their list. Weekly and module assessments for <i>Into Reading</i>
RF.1.2	<ul style="list-style-type: none"> Know the sound symbol correspondence of all short and long vowel sounds. Identify vowels/vowel sounds within single syllable words (e.g., CVC words). Isolate and blend phonemes in single syllable words. Identify phonemes in the initial, medial and final position in spoken single syllable words. Articulate simple decodable words, identifying all phonemes in the initial, medial and final position. Segment phonemes in proper order (e.g., c-a-t = cat). 	<ul style="list-style-type: none"> Elkonin Boxes Guess the Word/Snail Talk Game Picture Sort 	<ul style="list-style-type: none"> Identify important story details Understand that illustrations add details to story Identify information obtained from illustrations Describe the relationship between illustrations and the story in which they appear Use illustrations and details in a story to describe its characters, setting, or events
RF.1.3	<ul style="list-style-type: none"> Understand that sometimes two consonant letters make one sound (e.g., sh, th, ck). Read and pronounce the sounds 	<ul style="list-style-type: none"> Making Words Word Ladders Word Family Anchor Charts Word Wall 	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between

		<p>represented in one-syllable words.</p> <ul style="list-style-type: none"> • Know that in many short words that end in -e, the vowel has a long sound. • Understand that words have parts (syllables), and each part needs a vowel. • Use inflectional endings such as -ed, -es, and -ing, to read words. • Know the role that inflectional ending play in making words. • Know rules for breaking words apart like double consonants, inflectional endings. • Ability to decode simple two syllable words following the vowel pattern for syllable division. • Recognize and read grade 1 irregularly spelled words/sight words, and words with inflectional endings (e.g., look, looked) 	<ul style="list-style-type: none"> • Word Study • Sound/Spelling Cards and Sound Wall • Phoneme/Grapheme Mapping • Strategy Lessons Focused on the Skill of Decoding: <ul style="list-style-type: none"> ○ Use a Word You Know ○ Apply Your Word Study to Book Reading ○ Group Letters That Make Sounds Together ○ Take the Ending Off • Decodable Texts 	<p>texts</p> <ul style="list-style-type: none"> • Know that compare means looking for things that are alike or the same. • Know that contrast means looking for differences • Identify similarities and differences in the adventures and experiences of characters in familiar stories
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Weekly Pacing Guide

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 1st grade.

Grading Period 3		Module 7 Week 1	Module 7 Week 2	Module 7 Week 3	Module 8 Week 1	Module 8 Week 2	Module 8 Week 3	Module 9 Week 1	Module 9 Week 2	Module 9 Week 3
Reading	Focus Standards	RL.1.3 RL.1.7 RL.1.10* RI.1.3 RI.1.7 RI.1.8 RI.1.10*	RL.1.2 RL.1.3 RL.1.7 RL.1.10* RI.1.2 RI.1.3 RI.1.7 RI.1.10*	RL.1.2 RL.1.3 RL.1.4* RL.1.10* RI.1.2 RI.1.3 RI.1.4* RI.1.10*	RL.1.3 RL.1.4* RL.1.7 RL.1.10* RI.1.3 RI.1.4* RI.1.7 RI.1.10*	RL.1.2 RL.1.3 RL.1.9 RL.1.10* RI.1.2 RI.1.3 RI.1.9* RI.1.10*	RL.1.1 RL.1.2 RL.1.3 RL.1.10* RI.1.1 RI.1.2 RI.1.3 RI.1.10*	RL.1.2 RL.1.3 RL.1.4* RL.1.10* RI.1.2 RI.1.3 RI.1.4* RI.1.10*	RL.1.1 RL.1.3 RL.1.4* RL.1.10* RI.1.1 RI.1.3 RI.1.4* RI.1.10*	RL.1.1 RL.1.3 RL.1.4* RL.1.10* RI.1.1 RI.1.3 RI.1.4* RI.1.10*
	Supporting Standards	RL.1.2 RL.1.5 RL.1.6 RI.1.2 RI.1.5 RI.1.6	RL.1.1* RL.1.4* RI.1.1* RI.1.4* RI.1.8	RL.1.1* RL.1.6 RL.1.9 RI.1.1* RI.1.6 RI.1.9*	RL.1.1* RL.1.2 RL.1.5 RI.1.1* RI.1.2 RI.1.5	RL.1.1 RL.1.4* RL.1.7 RI.1.1 RI.1.4* RI.1.7	RL.1.5 RL.1.7 RL.1.9 RI.1.5 RI.1.7 RI.1.9*	RL.1.5 RL.1.6 RL.1.7 RI.1.5 RI.1.6 RI.1.7	RL.1.5 RL.1.6 RL.1.7 RI.1.5 RI.1.6 RI.1.7	RL.1.2 RL.1.6 RL.1.7 RI.1.2 RI.1.6 RI.1.7
Writing	Focus Standards	W.1.3	W.1.3	W.1.3	W.1.3 W.1.8*	W.1.3 W.1.8*	W.1.3	W.1.2 W.1.8*	W.1.1 W.1.2	W.1.1 W.1.2
	Supporting Standards	W.1.8*	W.1.5 W.1.8*	W.1.5 W.1.6	W.1.5	W.1.5	W.1.5 W.1.6	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6
Speaking and Listening	Focus Standards	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6
	Supporting Standards									

Language	Focus Standards	L.1.1 e,f L.1.2 d L.1.4* a L.1.5* c, d	L.1.1 d L.1.2 d L.1.4* b L.1.5* d	L.1.1 d L.1.2 d, e L.1.5* a,c,	L.1.1 d L.1.2 d, e L.1.4* a L.1.5 c	L.1.1 d, e L.1.2 d, e L.1.4* b L.1.5* c	L.1.1 c, i L.1.2 d, e L.1.4* b L.1.5* c	L.1.1 f L.1.2 d, e L.1.4 b L.1.5 a, b, c	L.1.1 d, g L.1.2 d, e L.1.4* b L.1.5 c	L.1.1 d, f, g L.1.2 c, d, e L.1.4* b L.1.5 c
	Supporting Standards	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*
Fundations		Unit 8 Week 2	Unit 9 Week 1	Unit 9 Week 2	Unit 10 Week 1	Unit 10 Week 2	Unit 10 Week 3	Unit 11 Week 1	Unit 11 Week 2	Unit 11 Week 3
Foundational Skills	Focus Standards	RF.1.2 b, c, d RF.1.3 a,b,c,g	RF.1.2 b,c,d RF.1.3 a,b,c,d,g	RF.1.2 b,c,d RF.1.3 a,b,c,d,f,g	RF.1.2 b,c,d RF.1.3 a,b,c,g	RF.1.2 c,d RF.1.3 a,b,c,d,f,g	RF.1.2 b,c,d RF.1.3 a,b,c,e,f,g	RF.1.2 a,c,d RF.1.3 a,b,c,d,e,g	RF.1.3 a,b,c,e,g	RF.1.2 c,d RF.1.3 a,b,c,f,g
	Supporting Standards	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c

Grading Period 4

Reading

Literature

- RL.1.1 - Ask and answer questions about key details in a text.
- RL.1.2 - Analyze literary text development.
 - a. Demonstrate understanding of the lesson.
 - b. Retell stories, including key details.
- 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.
- RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 - Identify who is telling the story at various points in a text.
- RL.1.7 - Use illustration 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.
- RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade I. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

- RI.1.1 - Ask and answer questions about key details in a text.
- RI.1.2 - Analyze informational text development
 - a. Identify the main topic
 - b. Retell key details of a text
- RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 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 (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 - With prompting and support, read informational texts appropriately complex for grade I.

Writing

- W.1.1 - Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 - Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 - Write narratives to 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.
- W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including 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.

Speaking and Listening

- SL.1.1 - Participate in collaborative conversations about grade I topics and texts with diverse partners 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 in various media and other formats (e.g., orally).

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.

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.)

Language

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.

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

- b. Use end punctuation for sentences.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexible from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

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.
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Foundational Skills

RF.1.2 - Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

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

9 weeks				
Grading Period 4	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
		*Standards are linked to the Clear Learning Targets for the corresponding strand.	*Adapted from ODE Model Curriculum ; explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	RL.1.1	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Make inferences • Ask and answer questions which begin with who, what, where, when, why, how • Ask and answer questions about key details 	<ul style="list-style-type: none"> • Interactive Read Aloud and Literature Discussions • Mini-lessons focused on retelling: (Growing Readers by Kathy Collins. Stenhouse, Portland, ME, 2004) • Turn and Talk, Team Talk, Think-Pair-Share • Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> ○ "Lean on the Pictures" ○ "Uh-oh... Phew" ○ "Somebody... Wanted... But... So..." ○ "Notice a Pattern and Give Advice" ○ Story Mapping ○ Story Sequencing 	<ul style="list-style-type: none"> • Read a page of the story without sharing the illustrations. Have students draw and/or write about what they heard and understood. • Before reading a story, have students ask questions they have about the text. • Have students draw and/or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. • Question/Answer Sentence Strips: Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip. • Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. • Weekly and module assessments for <i>Into Reading</i>
	RL.1.2	<ul style="list-style-type: none"> • Understand key details. • Understand sequential order 		<ul style="list-style-type: none"> • Oral retelling of a story in sequential order that has been heard or read

	<ul style="list-style-type: none"> • Identify and verbalize key details and main events within the story. • Retell stories, including key details in sequential order. • Identify and verbalize the problem or conflict in the story. • Identify and verbalize how the problem or conflict was resolved within the story. • Demonstrate understanding of the lesson. 		<ul style="list-style-type: none"> • Sequential retelling of the story with pictures and/or words using a timeline, cartoon strip, or other graphic organizer • Retelling the story by acting it out • Have students recall some key details from the story/passage. Write the details on strips and place inside the can. Students then pull the strips out of the can, put in order and then retell the story/passage and make the connection back to the main topic or idea. Then ask students what the central message or lesson is from the story. • Orally tell the problem/conflict of the story and how it was resolved. • Write a letter to a character in the story about the problem/conflict faced and how it was resolved. • Tell the lesson of the story including details from the text • Weekly and module assessments for <i>Into Reading</i>
RL.1.3	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Describe or graphically represent characters, setting and major events in a story or play • Use key details to support descriptions of characters, setting and major events • Describe characters, settings, and major events in a story, using key details 		<ul style="list-style-type: none"> • Have students retell the story orally or with pictures and words using time order words to identify major events in the order they occurred • Complete a graphic organizer with specific details and evidence from the text to describe characters, setting and beginning, middle, and end of a story • Setting the Stage: After reading a story, have students draw a picture of the setting. Encourage them to add details to their illustrations. Then have students share their illustrations and discuss the details in their drawing.

			<ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.1.4	<ul style="list-style-type: none"> Understand that words are clues to what characters are thinking Use context clues to help unlock the meaning of unknown words/phrases Identify words and phrases in stories, poems, and songs that indicate use of the 5 senses ... see, hear, smell, touch, taste Identify words and phrases in stories, poems, and songs that communicate feelings ... happy, sad, angry, worry, fear. Identify figurative language and literary devices 	<ul style="list-style-type: none"> Evoking Images Strategy Lessons: (<i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> Who's Telling the Story Poetry Study <ul style="list-style-type: none"> Mini-lessons for Poem Study Compare and Contrast Texts 	<ul style="list-style-type: none"> Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions Have students share the mental images they create using their five senses - responses can be spoken, dramatic, artistic, or written. Teachers should note images that extend and enhance the text, come from all the senses and emotions, and images that are revised Have students cite evidence from the text to explain how they know what the character is feeling Have students identify the words in the story that tell us what the setting looks like Two Doors Foldable: Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word "Feelings" on the left flap and the word "Senses" on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap. Weekly and module assessments for <i>Into Reading</i>
RL.1.7	<ul style="list-style-type: none"> Identify important story details 	<ul style="list-style-type: none"> Strategy Lessons: (<i>The Reading</i> 	<ul style="list-style-type: none"> Describe the Illustration: Select a book

	<ul style="list-style-type: none"> • Understand that illustrations add details to story • Identify information obtained from illustrations • Describe the relationship between illustrations and the story in which they appear • Use illustrations and details in a story to describe its characters, setting, or events 	<p><i>Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015).</p> <ul style="list-style-type: none"> ○ How's the Character Feeling? ○ What's in the Bubble? ○ Role Playing Characters to Understand Them Better ○ Character Comparisons <ul style="list-style-type: none"> • Picture Walk • Mini-lessons focused on Comparing and Contrasting Characters (<i>Growing Readers</i> by Kathy Collins. Stenhouse, Portland, ME, 2004) 	<p>or section of a book that showcases imagery. Read the text to students without showing the illustrations. Instead, ask students to describe the visual images at various points of the text. Ask students what evidence from the text helped them to form an illustration in their head.</p> <ul style="list-style-type: none"> • Sequence Illustrations: After reading, open a book to show students an illustration, and ask them what is happening in that part of the story. Repeat by showing a few other illustrations and asking the same of the students. Ask students to identify whether the picture is from the beginning, middle, or end of the story. Review story sequence as needed. This will show student understanding of the relationship between the illustrations and the story. • Have students describe how a character is feeling based on their expressions in the illustrations • Have students write what a character might be thinking or saying on a Post-It note or in a speech/thought bubble. • Weekly and module assessments for <i>Into Reading</i>
RL.1.9	<ul style="list-style-type: none"> • Identify the characters within and between texts • Identify the plots (including adventures and experiences) within and between texts • Know that compare means looking for things that are alike or the same. 		<ul style="list-style-type: none"> • Compare the Characters/Adventure/Experience: students complete a Venn Diagram graphic organizer to compare and contrast the adventures and experiences of characters in different stories. You can also use a Venn Diagram pocket chart, or two pieces of string to

	<ul style="list-style-type: none"> • Know that contrast means looking for differences • Identify similarities and differences in the adventures and experiences of characters in familiar stories 		<p>make a Venn Diagram on the floor. This could also be done with three characters using a three circle Venn Diagram.</p> <ul style="list-style-type: none"> • Tri-fold Brochure: After reading two stories, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. Students decorate the front of their brochure to reflect a character from each of the two stories. When it is opened flat, students write the name of one character on the left and will list the experiences that are specific to this character. Write the name of the character from the other story at the top of the right side and will list the experiences that are specific to this character. The middle is for information that both characters have in common. Students write and/or draw on all three sections. Students then share their information defending their choices of what is similar. All students can do this activity with the same two texts or put them into groups and assign each group a different set of books. • Weekly and module assessments for <i>Into Reading</i>
RL.1.10	<ul style="list-style-type: none"> • Recite poems • Identify characteristics of poetry • Identify/Understand key ideas and details in prose and poetry • Make connections between texts such as poems on the same topic. • Use prior knowledge/experiences to make and confirm predictions about 	<ul style="list-style-type: none"> • Shared Reading • Partner Reading • Running Records • Think Aloud Strategy • Independent Reading, Just-Right Books and Reading Conferences • Steps for Implementing Independent Reading 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and pictures • Three Things: The three things strategy involves giving each student a piece of

	what will happen next in a story	<ul style="list-style-type: none"> Understanding Schema Mini-lesson Making Connections: Readers Make Connections as They Read Mini-lessons that teach children to make connections that deepen their understanding of a story 	<p>paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.”</p> <ul style="list-style-type: none"> Strategy Checklist: Use a strategy checklist while students are reading to ensure what strategies are used by each student. Weekly and module assessments for <i>Into Reading</i>
RI.1.1	<ul style="list-style-type: none"> Identify key details of an informational text Ask questions about the key details in an informational text Make reasonable predictions as they read Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> Interactive Read Aloud and Discussion Turn and Talk, Team Talk, Think-Pair-Share Think Aloud Strategy Lessons focused on retelling and summarizing: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> “Text Link Talks” “Graffiti Boards” “Science/History Writers” “Notice What Repeats” “Survey the Text” “Gather up the Facts” Focus Questions Anticipation Guide 	<ul style="list-style-type: none"> Read a page of the text without sharing the illustrations. Have students draw and/or write about what they heard and understood. Before reading a story, have students ask questions they have about the text. After reading multiple texts on the same topic, students write about an important concept or idea learned, including illustrations, captions, and/or labels. Question/Detail Strips: Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. Weekly and module assessments for <i>Into Reading</i>

RI.1.2	<ul style="list-style-type: none"> • Identify and retell key details in an informational text • Identify the main topic of an informational text • Describe or graphically represent the relationship between main topic and key details 		<ul style="list-style-type: none"> • Students respond to focus questions verbally, or with words and pictures. • Students place Post-It notes indicating where they found clues or answers related to focus questions. • Students recall what is read by listing facts learned. • Order the Details: After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips. • Weekly and module assessments for <i>Into Reading</i>
RI.1.3	<ul style="list-style-type: none"> • Identify the individuals, events and key ideas/concepts in informational texts • Describe (or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship) • Identify text features such as author and title in informational texts • Recognize that informational texts have a structure 		<ul style="list-style-type: none"> • Complete a graphic organizer with specific details and evidence from the text to describe individuals, events, and key ideas/concepts in the text • Complete a Venn Diagram or T-Chart describing the connection between individuals, events, and key ideas/concepts • Timelines; The teacher selects a nonfiction text, and models how to create a timeline using the events/ideas from the text. As students become independent with the activity, students create a timeline of events, people, and ideas. Students share a connection they have made about how different events and people affect others. • Lunch Bag Attributes. After reading and discussing individuals in a text, give each

			<p>student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the student writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RI.1.4	<ul style="list-style-type: none"> Read and reread other sentences and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Recognize words and phrases that have literal and nonliteral meanings Identify figurative language Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<ul style="list-style-type: none"> Strategy Lessons: (The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo. Portsmouth, NH: Heinemann, 2015). <ul style="list-style-type: none"> Insert a Synonym It's Right There in the Sentence! Cover Up Then Zoom In Get More From Pictures A Nonfiction Study in a Workshop Approach Concept Sort 	<ul style="list-style-type: none"> Before reading, have students predict the meaning of unknown words. After reading, have students confirm or revise their predictions Students tell the meaning of an unknown word using context clues from the text Students sort words into categories based on the meaning of the words Weekly and module assessments for <i>Into Reading</i>
RI.1.7	<ul style="list-style-type: none"> Identify and describe key details that relate to the illustrations Describe the relationship between illustrations and the text in which they appear 	<ul style="list-style-type: none"> A Nonfiction Study in a Workshop Approach (<i>Growing Readers</i> by Kathy Collins, 2004): <ul style="list-style-type: none"> Reading Center Cycles Mini-lesson ideas for the first cycle 	<ul style="list-style-type: none"> Describe and Predict: During reading, stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen

	<ul style="list-style-type: none"> ● Identify the key idea(s) of the text ● Use information from illustrations and details from the text to describe its key ideas 	<ul style="list-style-type: none"> ○ Mini-lesson ideas for the second cycle ○ Mini-lesson ideas for the third cycle ● Paired Texts ● Final Project/Celebration ● Read Aloud/Think Aloud and Guided Practice ● Strategy Lesson: Reading Informational Text using the 3-2-1 Strategy ● Venn Diagram 	<p>next in the story.</p> <ul style="list-style-type: none"> ● Illustration Purpose: Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? ● Guess the Picture: Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to describe which sentence goes with the picture. ● Matching Illustrations. Put five pictures and five sentences in a pocket chart. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with support, if needed. Lastly, have students match the sentence with the correct picture. ● Weekly and module assessments for <i>Into Reading</i>
RI.1.8	<ul style="list-style-type: none"> ● Identify the author's key ideas/points ● Identify reasons /details that support the author's key ideas/points ● Differentiate between relevant and irrelevant reasons/details ● Identify the relevant reasons/examples an author gives to support points in a text 		<ul style="list-style-type: none"> ● Identify the Main Idea: After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea.

			<ul style="list-style-type: none"> • Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. • Weekly and module assessments for <i>Into Reading</i>
RI.1.9	<ul style="list-style-type: none"> • Identify basic similarities between two texts on the same topic • Identify basic differences between two texts on the same topic • Identify or graphically represent basic similarities in and differences between two texts on the same topic 		<ul style="list-style-type: none"> • Venn Diagram: After reading two texts on the same topic, students complete a Venn Diagram to show similarities and differences in the two texts. You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. • Tri-fold Brochure: Students can do this activity with the same two texts or put them into groups and allow students to choose the two texts and topic they would like to read more about. After reading two texts on the same topic, students create a tri-fold brochure out of a large piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and list information that is specific to this text. They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that

			<p>both texts have in common. Students can write and/or draw on all three sections. Students can then share information.</p> <ul style="list-style-type: none"> Two Column Chart: Read two texts about a topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two topics you chose. (food, activities, etc.) Comparison Procedure Chart: Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. Weekly and module assessments for <i>Into Reading</i>
RI.1.10	<ul style="list-style-type: none"> Demonstrate comprehension of grade-level literary nonfiction Demonstrate comprehension of above grade-level literary nonfiction with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Partner Reading Shared Reading Reading Workshop Independent Reading, Just-Right Books and Reading Conferences 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-text, or text-to-world connections verbally or with words and pictures Annotation Notation Rubric: Have students use the following symbols to show understanding of the text: <ul style="list-style-type: none"> The main idea (Put a box around the main idea.) ____ Details (Underline the details.) Words to remember (Circle key words to remember.) Then students write a summary. Weekly and module assessments for

			<i>Into Reading</i>
W.1.1	<ul style="list-style-type: none"> • Readers must understand the topic they wish to write about. • Writers communicate their opinions about texts to an audience. • Opinions supported by specific reasons are considered valid • Introduction and closure help ensure clarity of writer's perspective. 	<ul style="list-style-type: none"> • Writer's Workshop • Anchor Charts • Interactive Writing • Shared Writing • Mentor/Focal Texts • Focused Mini-lessons • Writing Conference • Graphic Organizers • Writer's Notebooks • Student-friendly checklists • On-demand Writing 	<ul style="list-style-type: none"> • Opinion Writing Rubric • Provide a topic or object for the students. Have students make a T-chart listing facts about the topic/object in one column and opinion words in the other column. • Read aloud a book to students that states an opinion or provides opportunities for students to have an opinion. Ask students to identify parts of the book that express an opinion. Using pictures and words, name and topic or book and express an opinion about it, supplying a reason for the opinion. • Weekly and module assessments for <i>Into Reading</i>
W.1.2	<ul style="list-style-type: none"> • Identify a topic. • Select important and interesting information about the topic. • Communicate ideas clearly to the audience. • Provide a concluding statement. 		<ul style="list-style-type: none"> • Informative Writing Rubric • Using pictures and words, write about information learned from a text. • Using pictures and words write about how two topics or ideas are alike • Using pictures and words write about how two topics or ideas are different • Weekly and module assessments for <i>Into Reading</i>
W.1.8	<ul style="list-style-type: none"> • Students will be able to answer research questions and take notes. • Recall from their own background knowledge. • Locate information within text. 	<ul style="list-style-type: none"> • Expert Projects • Field Trip Reflection • Genius Hour • Exploration Center • Integrated Shared Research 	<ul style="list-style-type: none"> • Teacher presents information to students by reading a page or two or watching a video clip. Throughout the reading or viewing, pause and tell the students to write down one important

	<ul style="list-style-type: none"> • Know that information can come from different sources, (e.g., books, digital, print). 		<p>thing they learned from the reading up to that point in time. Teach the students to use bullets to separate their ideas. Have a few students share their notes with the whole group. Read a few more pages or watch another short clip and repeat. At the end of the video, book or section of book, the teacher can compile their notes onto chart paper. Students can use the notes to write a small paragraph or draw a picture to reflect the information retrieved from the text or clip.</p>
SL.1.1	<ul style="list-style-type: none"> • Know that there are rules when talking, such as not interrupting another person. • When listening to someone, look at the person speaking. • When listening to someone speak, respond to them about the topic being discussed. • Ask questions for clarity. 	<ul style="list-style-type: none"> • Turn and Talk, Team Talk, Think-Pair-Share • Accountable Discussions • Four Corner Debate • Interactive Read Aloud and Literature Discussions • Book Clubs • Global Read Aloud • Community Partners 	<ul style="list-style-type: none"> • Note a student's ability to listen and take turns during class discussions. • Note whether a student looks at the speaker while listening to them • Note that a student's response is appropriate to the topic being discussed • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.1.2	<ul style="list-style-type: none"> • Understand that illustrations and words convey messages. • Listen with the intent to remember what is being read. • Recognize important details. • Understand how the title relates to the text. • Understand there are messages and lessons in videos and pictures, as well as 		<ul style="list-style-type: none"> • Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. • Note a student's ability to answer questions about key details in a text read aloud • Note a student's ability to orally respond to a question about a text that has been read

		<p>text.</p> <ul style="list-style-type: none"> Know how to ask questions appropriate to the text or discussion. Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> Note that the student's response is appropriate to the text, task, and discussion Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.1.3	<ul style="list-style-type: none"> Understand what is being said. Ask important questions. Answer important questions. Ask for more information to clarify what is being said. Know how to ask questions when something is not understood. 		<ul style="list-style-type: none"> Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item. Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.1.4	<ul style="list-style-type: none"> Understand the even being described. Understand that a place can be a building, city, space, or location. Know and use sensory words to describe. Know and use positional words to describe. Know and use multiple descriptive words. 	<ul style="list-style-type: none"> Expert Projects Sentence Stems Book Review Reader's Theater Sketch Notebooks Classroom Video Recording Booth Digital Storytelling 	<ul style="list-style-type: none"> Monitor to notice if details and descriptions are used in conversations and class discussions. Ask students to describe a character or setting from a text, prompt for additional details Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or

			behavior.
SL.1.5	<ul style="list-style-type: none"> Choose a topic to speak about. Be able to use adjectives to describe. Use a picture or media to present information. Use pictures to mark work to support what is being said. Understand that charts, graphs or illustrations help increase understanding. 		<ul style="list-style-type: none"> Allow students to use drama/role play or puppets to add more detail after a read aloud. Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
SL.1.6	<ul style="list-style-type: none"> Understand that there are times when complete sentences are needed. Know that complete sentences express a thought. Know and use different sentence types (e.g., declarative, interrogative, exclamatory, and imperative) in response to a prompt or situation. 		<ul style="list-style-type: none"> Note a student's ability to speak clearly with appropriate volume for the audience and situation Note a student's ability to express thoughts and feelings clearly with limited extraneous information. Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
L.1.1	<ul style="list-style-type: none"> Write a complete sentence. Understand the use of verbs. Understand proper nouns. Understand the use of adjectives. Understand the difference between upper- and lowercase letters. Understand different types of sentences. 	<ul style="list-style-type: none"> Morning Message Interactive Writing Shared Writing Cut Up Sentences or Stories Pocket Chart Stories or Rhymes Peer Editing 	<ul style="list-style-type: none"> Using a shared sentence or text, have students identify words that name a person, place, thing, or idea, action words, and describing words. Make a chart listing the identified nouns, verbs and adjectives.. Provide students with a simple sentence about a text or topic they are familiar with. Have students expand the sentence using a variety of conventions to add details and create a complex sentence.

			<ul style="list-style-type: none"> • Make two piles or containers with index cards. One pile has time words (e.g., today, yesterday, next week). The second pile has verbs. Students choose an index card from each pile and compose a sentence that conveys a sense of past, present, and future • Use a checklist to document student's appropriate use of the conventions of standard English when writing or speaking • Weekly and module assessments for <i>Into Reading</i>
L.1.2	<ul style="list-style-type: none"> • Identify period, question mark, and exclamation mark. • Know when to use a period, question mark, and exclamation point. • Know that the first word in a sentence, proper names, days of the week and months are capitalized. • Know that a comma separates the date from the year. • Understand letter patterns and their sounds. 		<ul style="list-style-type: none"> • In whole- or small group, compose sentences with the students. Have students identify the appropriate ending punctuation for the sentence and explain why. • Put students in two groups/teams. One team will name holidays, products, or places they know. Students on the other team write the proper nouns on white boards with spelling support when necessary. Have teams take turns selecting and writing the proper nouns. • Using a checklist, note student use of letter-sound correspondence to spell untaught words phonetically, and conventional spelling for common spelling patterns and frequently occurring irregular words. • Weekly and module assessments for <i>Into Reading</i>
L.1.4	<ul style="list-style-type: none"> • Understand and know many common words. 	<ul style="list-style-type: none"> • Turn and Talk, Team Talk, Think-Pair-Share 	<ul style="list-style-type: none"> • Have students illustrate multiple meanings for familiar words (e.g., a duck

		<ul style="list-style-type: none">• Understand that some words have other meanings.• Use context and/or pictures to help determine a new meaning for a known word.• Know and understand affixes.	<ul style="list-style-type: none">• Concept Word Sorts• Songs• Shared Reading• Vocabulary Four Square	<p>as a bird, and the verb to duck).</p> <ul style="list-style-type: none">• Provide students with a selection of sentences that include frequently occurring root words with inflectional endings. Ask students to circle the root word and use the inflection to determine and state the meaning of the word.• Weekly and module assessments for <i>Into Reading</i>
	L.1.5	<ul style="list-style-type: none">• Understand parts of speech.• Distinguish between nouns, verbs, and adjectives.• Understand shades of meaning for appropriate usage.• Understand the relationship between groups of words.• Sort words into categories.		<ul style="list-style-type: none">• Have students group pictures, words, or objects by color, size, shape, or any other attribute. Have students define words by their category and one or more key attributes• Select words, phrases, or a sentence from the text and ask students to compose a sentence based on real life connections (e.g., note places at home that are <i>cozy</i>)• Write a sentence on the board using a simple, commonly used adjective (e.g., good, nice, happy, large). Have students list stronger words that can replace the commonly used word. Have them compose sentences using words from their list.• Weekly and module assessments for <i>Into Reading</i>
	RF.1.2	<ul style="list-style-type: none">• Know the sound symbol correspondence of all short and long vowel sounds.• Identify vowels/vowel sounds within	<ul style="list-style-type: none">• Elkonin Boxes• Guess the Word/Snail Talk Game• Picture Sort	<ul style="list-style-type: none">• Identify important story details• Understand that illustrations add details to story• Identify information obtained from

		<p>single syllable words (e.g., CVC words).</p> <ul style="list-style-type: none"> Isolate and blend phonemes in single syllable words. Identify phonemes in the initial, medial and final position in spoken single syllable words. Articulate simple decodable words, identifying all phonemes in the initial, medial and final position. Segment phonemes in proper order (e.g., c-a-t = cat). 		<p>illustrations</p> <ul style="list-style-type: none"> Describe the relationship between illustrations and the story in which they appear Use illustrations and details in a story to describe its characters, setting, or events
	RF.1.3	<ul style="list-style-type: none"> Understand that sometimes two consonant letters make one sound (e.g., sh, th, ck). Read and pronounce the sounds represented in one-syllable words. Know that in many short words that end in -e, the vowel has a long sound. Understand that words have parts (syllables), and each part needs a vowel. Use inflectional endings such as -ed, -es, and -ing, to read words. Know the role that inflectional ending play in making words. Know rules for breaking words apart like double consonants, inflectional endings. Ability to decode simple two syllable words following the vowel pattern for syllable division. Recognize and read grade 1 irregularly spelled words/sight words, and words with inflectional endings (e.g., look, looked) 	<ul style="list-style-type: none"> Making Words Word Ladders Word Family Anchor Charts Word Wall Word Study Sound/Spelling Cards and Sound Wall Phoneme/Grapheme Mapping Strategy Lessons Focused on the Skill of Decoding: <ul style="list-style-type: none"> Use a Word You Know Apply Your Word Study to Book Reading Group Letters That Make Sounds Together Take the Ending Off Decodable Texts 	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between texts Know that compare means looking for things that are alike or the same. Know that contrast means looking for differences Identify similarities and differences in the adventures and experiences of characters in familiar stories

Weekly Pacing Guide

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 1st grade.

Grading Period 4		Module 10 Week 1	Module 10 Week 2	Module 10 Week 3	Module 11 Week 1	Module 11 Week 2	Module 11 Week 3	Module 12 Week 1	Module 12 Week 2	Module 12 Week 3
Reading	Focus Standards	RL.1.2 RL.1.3 RL.1.7 RL.1.10* RI.1.2 RI.1.3 RI.1.7 RI.1.10*	RL.1.2 RL.1.3 RL.1.4* RL.1.10* RI.1.2 RI.1.3 RI.1.4* RI.1.10*	RL.1.2 RL.1.3 RL.1.9 RL.1.10* RI.1.2 RI.1.3 RI.1.9 RI.1.10*	RL.1.2 RL.1.3 RL.1.4* RL.1.10* RI.1.2 RI.1.3 RI.1.4* RI.1.10*	RL.1.2 RL.1.3 RL.1.7 RL.1.10* RI.1.2 RI.1.3 RI.1.7 RI.1.8 RI.1.10*	RL.1.1 RL.1.2 RL.1.3 RL.1.10* RI.1.1 RI.1.2 RI.1.3 RI.1.8 RI.1.10*	RL.1.1 RL.1.3 RL.1.7 RL.1.10* RI.1.1 RI.1.3 RI.1.7 RI.1.10*	RL.1.2 RL.1.3 RL.1.9 RL.1.10* RI.1.2 RI.1.3 RI.1.9* RI.1.10*	RL.1.2 RL.1.3 RL.1.7 RL.1.10* RI.1.2 RI.1.3 RI.1.7 RI.1.10*
	Supporting Standards	RL.1.1 RL.1.4* RI.1.1 RI.1.4*	RL.1.1 RL.1.7 RI.1.1 RI.1.7	RL.1.4* RL.1.7 RI.1.4* RI.1.8 RI.1.7	RL.1.5 RL.1.6 RL.1.7 RI.1.5 RI.1.6 RI.1.7	RL.1.1 RL.1.5 RL.1.6 RI.1.1 RI.1.5 RI.1.6	RL.1.5 RL.1.6 RL.1.9 RI.1.5 RI.1.6 RI.1.9*	RL.1.2 RI.1.5 RL.1.6 RI.1.2 RI.1.5 RI.1.6	RL.1.1 RL.1.4* RL.1.7 RI.1.1 RI.1.4* RI.1.7	RL.1.4* RL.1.6 RI.1.4* RI.1.6
Writing	Focus Standards	W.1.2	W.1.2	W.1.2	W.1.1 W.1.8*	W.1.1 W.1.8*	W.1.1	W.1.1 W.1.8*	W.1.1 W.1.8*	W.1.1
	Supporting Standards	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6	W.1.7	W.1.5 W.1.7	W.1.5 W.1.6
Speaking and Listening	Focus Standards	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.1.1* SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6
	Supporting Standards									

Language	Focus Standards	L.1.1 d L.1.2 d, e L.1.4* b L.1.5* c, d	L.1.1 b, f L.1.2 d, e L.1.5* a,b,c,d	L.1.2 d, e L.1.4* b L.1.5* c, d	L.1.1 c, d L.1.2 d, e	L.1.1 b, f L.1.2 d,e	L.1.1 c, e, f L.1.2 d, e	L.1.1 c, e, f L.1.2 d, e	L.1.1 d, e L.1.2 d, e	L.1.1 d, e L.1.2 d, e
	Supporting Standards	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a, b, j L.1.2 a, b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*	L.1.1 a,b, j L.1.2 a,b L.1.6*
Fundations		Unit 12 Week 1	Unit 12 Week 2	Unit 12 Week 3	Unit 13 Week 1	Unit 13 Week 2	Unit 13 Week 3	Unit 14 Week 1	Unit 14 Week 2	
Foundational Skills	Focus Standards	RF.1.3 a,b,c,d,e,f,g	RF.1.3 a,b,c,d,e,g	RF.1.3 a,b,c,e,g	RF.1.3 a,b,c,e,f,g	RF.1.2 c,d RF.1.3 a,b,c,f,g	RF.1.2 c,d RF.1.3 a,b,c,f,g	RF.1.3 a,b,c,e,f,g	RF.1.3 a,b,c,e,g	RF.1.3 a,b,c,e,f,g
	Supporting Standards	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c	RF.1.4*a,b,c

Curriculum and Instruction Guides

Ohio's Learning Standards

- **CCS Clear Learning Targets**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Reading Foundations Strand](#)

Ohio Department of Education

- [Ohio's Learning Standards English Language Arts](#)
- [Ohio's Model Curriculum with Instructional Supports](#)
- **English Language Arts Vertical Alignment**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Speaking and Listening Strand](#)
 - [Language Strand](#)
 - [Reading Foundations Strand](#)

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