

*This document outlines the academic goals, the activities and materials used in the First Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.*

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week 1 to 33	(1) Reading/Beginning Reading Skills/Print Awareness		
	(A) recognize that spoken words are represented in written English by specific sequences of letters;	Literacy Stations	
	(B) identify upper- and lower-case letters;	Literacy Stations	
	(C) sequence the letters of the alphabet;	Literacy Stations	
Week 3	(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	Week 3 Focus lesson and reiterate throughout the year.	
	(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	Model and in small guided reading groups.	
	(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	Each time you a story for the first time include this in the pre-reading.	
Week 1 to 33	(2) Reading/Beginning Reading Skills/ Phonological Awareness		
Week 3	(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);	Week 3 Focus: -am, -at Week 4 Focus: -ap, -ap Week 5 Focus: -id, -ad, -it, -at Week 6 Focus: -ack, -ick Week 9 Focus: -ang, -ong Week 8 Focus: Blends with s Week 10 Focus: Blends with r	Create Anchor charts for each Focus.
	(B) distinguish between long-and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);		
	(C) recognize changes in a spoken word when a specified phoneme is added, changed or removed (e.g., /b/l/o/w/ to /g/l/o/w/);		
	(D) blend spoken phonemes to from one- and two-syllable words, including consonant blends (e.g., spr);		
	(E) isolate initial medial and final sounds in one-syllable spoken words; and		
	(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splate=/s/p/l/a/t/).		

33 Reading/Phonics			
Week 2 to 8	(A) decode words in context and in isolation by applying common letter-sound correspondences including single letter consonants, single letter vowels, consonant blends, consonant digraphs, vowel digraphs and vowel diphthongs;	Week 2 to 7 Focus: Each day there is a lesson focusing on different letter-sound relationships. Harcourt Unit 1 IT2-IT14 Week 8 Focus: Blends with s Harcourt Unit 2 T68 Week 10 Focus: Blends with r Harcourt Unit 2 T206	Create Anchor charts.
	(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;		
	(C) use common syllabication patterns to decode words, including closed syllable (CVC), open syllable (CV) , final stable syllable (e.g., ap-able, a-ble), vowel-consonant-silent “e” words (VCe), vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) and r-controlled vowel sounds including er, ir, ur, ar and or);	Week 11 Focus: R-Controlled Vowels Harcourt Unit 2 T250	
	(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);		
	(E) read base words with inflectional endings (e.g., plurals, past tenses);	Week 7 Focus: -ed, -ing Week 12 Focus: -es	
	(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);		
	(G) identify and read contractions (e.g., isn’t, can’t);	Week 12 Focus: ‘ll	Create Anchor charts.
	(H) identify and read at least 100 high-frequency words from a commonly used list; and	Addressed in weekly spelling words. Have students read a list at the beginning, middle and end to assess progress.	
	(I) monitor accuracy of decoding.	Small guided reading groups	
Weeks 1 to 33	<b>(4) Reading/Beginning Reading/ Strategies</b>		
Week 11	(A) confirm predictions about what will happen next in text by “reading the part that tells”;	Week 11 Focus: Make and Confirm Predictions Harcourt Unit 2 T227	
	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and		

Week 2, 3	(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustment when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Week 2 & 10 Focus: Use picture Clues to Confirm Meaning Harcourt Unit 1 T37 Week 3 Focus: Reread aloud Harcourt Unit 1 T97 Week 9 Focus: Self Correcting Harcourt Unit 2 T89	
Weeks 1 to 33	<b>(Figure 19) Reading/ Comprehension Skills</b>		
	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;		
	(B) ask literal questions of text;		
	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);		
Week 8	(D) make inferences about text and use textual evidence to support understanding;	Week 8 Focus: Draw Conclusions Harcourt Unit 2 T61	
	(E) retell or act out important events in stories in logical order; and		
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.		
Weeks 1 to 33	<b>(5) Reading/ Fluency.</b>		
	(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.		
Weeks 1 to 33	<b>(6) Reading/ Vocabulary Development</b>		
Week 12	A) identify words that name actions (verbs) and words that name persons, places or things (nouns);	Week 12 & 13 Focus: Nouns	
	(B) determine the meaning of compound words using knowledge of the meaning of their individual components words (e.g., lunchtime);		
Week 7	(C) determine what words mean from how they are used in a sentence, either heard or read;	Week 7 Focus : Word Order and Context Harcourt Unit 1 T369	

Week 5	(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	Week 5 Focus: Classifying Harcourt Unit 1 T281	
	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.		
Weeks	(7) Reading/Comprehension of Literary Text/Theme and Genre		
	(A) connect the meaning of a well-known story or fable to personal experiences; and		
	(B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.		
Weeks	(8) Reading/Comprehension of Literary Text/Poetry		
	(A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding; and		
	(B) respond to and use rhythm, rhyme and alliteration in poetry.		
Week 2	(9) Reading/Comprehension of Literary Text/Fiction		
Week 2 -3, 6	(A) describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events; and	Week 2 & 3 Focus: Sequencing Harcourt Unit 1 T67 & T127 Week 6 Focus: Sequence Events Harcourt Unit 1 T311	
	(B) describe characters in a story and the reason for their actions and feelings.		
Week	(10) Reading/Comprehension of Literary Text/Literary Nonfiction.		
	(A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction;		
	(B) respond by providing evidence from text to support their understanding; and		
	(C) determine whether a story is true or a fantasy and explain why.		
Weeks	(11) Reading/Comprehension of Literary Text/Sensory		

Language.			
	(A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text;		
	(B) provide evidence from text to support their understanding; and		
	(C) recognize sensory details in literary text.		
Weeks 1 to 33	(12) Reading/Comprehension of Text/Independent Reading.		
	(A) read independently for sustained periods of time and produce evidence of their reading.	Every Day, 15 minute reading at home signed by parent	
Weeks	(13) Reading/ Comprehension of Informational Text/Culture and History		
	(A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.		
	(B) identify the topic and explain the author's purpose in writing about the text.		
Weeks	(14) Reading/Comprehension of Informational Text/Expository Text		
	(A) restate the main idea, heard or read;		
Week 12	(B) identify important facts or details in text, heard or read;	Week 12 Focus: Noting Details	
	(C) retell the order of events in a text by referring to the words and /or illustrations; and		
	(D) use text features (e.g., title, table of contents, illustrations) to locate specific information in text.		
Weeks	(15) Reading/Comprehension of Informational Text/Procedural Texts.		
	(A) follow written multi-step directions with picture cues to assist with understanding; and		
	(B) explain the meaning of specific signs and symbols (e.g.,		

	map features).		
Weeks 1 to 33	(16) Reading/Media Literacy		
	(A) recognize different purposes of media (e.g., informational, entertainment with adult assistance); and	Internet activities/ research/educational games/	
	(B) identify techniques used in media (e.g., sound, movement).	Internet activities/research/educational games	
Weeks 1 to 33	(17) Writing/Writing Process		
Week 3 to 4, 7 Day 1	(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Week 3 Focus: Sentences About Ourselves (Shared) Harcourt Unit 1 T92 Week 4 Focus: Sentences About Favorite Things Harcourt Unit 1 T150 Week 7 Focus: Sentences about a Picture Week 10 Focus: Information Book (Shared) Week 13 Focus: A Story	Week 3-Create Anchor chart
Week 3 Day 2	(B) develop drafts by sequencing ideas through writing sentences;	Week 3 Focus: Sentences About Ourselves (Shared) Harcourt Unit 1 T114 Week 4 Focus: Sentences About Favorite Things Harcourt Unit 1 T172 Week 7 Focus: Sentences about a Picture Week 10 Focus: Information Book (Shared) Week 13 Focus: A Story	
Week 3 Day 3	(C) revise drafts by adding or deleting a word, phrase, or sentence;	Week 3 Focus: Sentences About Ourselves (Shared) Harcourt Unit 1 T122 Week 4 Focus: Sentences About Favorite Things Harcourt Unit 1 T180 Week 7 Focus: Sentences about a Picture Week 10 Focus: Information Book (Shared) Week 13 Focus: A Story	
Week 3 Day 4	(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Week 3 Focus: Sentences About Ourselves (Shared) Harcourt Unit 1 T130 Week 4 Focus: Sentences About Favorite Things Harcourt Unit 1 T188 Week 7 Focus: Sentences about a Picture Week 10 Focus: Information Book (Shared) Week 13 Focus: A Story	
Week 3 Day 5	(E) publish and share writing with others.	Week 3 Focus: Sentences About Ourselves (Shared) Harcourt Unit 1 T138 Week 4 Focus: Sentences About Favorite Things Harcourt Unit 1 T196 Week 7 Focus: Sentences about a Picture Week 10 Focus: Information Book (Shared) Week 13 Focus: A Story	
Weeks	(18) Writing/Literary Texts.		
	(A) write brief stories that include		

	a beginning, middle, and end; and (B) write short poems that convey sensory details.		
Weeks 1 to 33	<b>(19) Writing/Expository and Procedural Texts.</b>		
	(A) write brief compositions about topics of interest to the student;		
	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and		
	(C) write brief comments on literary or informational texts.		
Weeks	<b>(20) Oral and Written Conventions/Conventions.</b>		
Week 7 - 12	(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words;	Week 7 & 8 Focus: Naming Part Week 9 Focus: Telling Part Week 12 & 13 Focus: Nouns	
Week 11	(B) speak in complete sentences with correct subject-verb agreement; and	Week 11 Focus: Complete Sentences	
	(C) ask questions with appropriate subject-verb inversion.		
Weeks 1 to 33	<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b>		
	(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	Addressed in writing assignments along with handwriting practice (e.g., morning warm-up, literacy station)	
Week 3	(B) recognize and use basic capitalization for the beginning of sentences, the pronoun "I" and names of people; and	Week 3 Focus: Capital letters at the beginning of sentences	
Week 3, 5-	(C) recognize and use punctuation	Week 3 Focus: Punctuation at the end of	

6	marks at the end of declarative, exclamatory, and interrogative sentences.	a sentence. Week 5 Focus: Declarative Sentences Week 6 Focus: Interrogative Sentences	
Weeks 1 to 33	<b>(22) Oral and Written Conventions/Spelling</b>		
	(A) use phonological knowledge to match sounds to letters to construct unknown words;	Addressed in weekly spelling words connected to the story for the week.	
	(B) use letter-sound patterns to spell: consonant-vowel-consonant (CVC) words, consonant-vowel-consonant-silent e (CVCe) words, and one-syllable words with consonant blends (e.g., “drop”);	Addressed in weekly spelling words connected to the story for the week.	
	(C) spell high-frequency words from a commonly used list;	Addressed in weekly spelling words connected to the story for the week.	
	(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	Addressed in weekly spelling words connected to the story for the week.	
	(E) use resources to find correct spellings.	Addressed in weekly spelling words connected to the story for the week.	
Weeks	<b>(23) Research/Research Plan.</b>		
	(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and		
	(B) decide what sources of information might be relevant to answer these questions.		
Weeks	<b>(24) Research/Gathering Sources.</b>		
	(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;		
	(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and		
	(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).		
Weeks	<b>(25) Research/Synthesizing Information.</b>		
	(A) clarify research questions and evaluate and synthesize collected information; and		
	(B) revise the topic as a result of answers to initial research		



	questions (with adult assistance).		
Weeks	(26) Research/Organizing and Presenting Ideas		
	(A) organize and present their ideas and information according to the purpose of the research and their audience; and		
	(B) are expected to create a visual display or dramatization to convey the results of the research(with adult assistance).		
Week 1 to 33	(27) Listening and Speaking/Listening		
	(A) listen attentively to speakers and ask relevant questions to clarify information; and	Addressed in small and large group lessons and activities.	
	(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	Addressed in small and large group lessons and activities.	
Week 1 to 33	(28) Listening and Speaking/Speaking.		
	(A) speak clearly and to the point, using the conventions of language; and	Addressed in small and large group lessons and activities.	
	(B) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	Addressed in small and large group lessons and activities.	