

**2022 - 2023, First Grade, ELA, Quarter 1**

**Module 0: Introduction to Wit & Wisdom**

**Number of lessons in Module: 6**

**Number of Days: 42** (*Does not include the first 1/2 day*)

**Essential Question:**

- How does reading help us build knowledge?
- People have different talents and learn in different ways.

**Student Understandings:**

- Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort.

**Module Learning Goals:**

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom’s lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community

**Module Knowledge Goals:**

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve

**Learning Goals:**

- Make observations about Wild about Books.
- Identify key details in Wild about Books.
- Identify how words and pictures work together in Wild about Books to communicate key details and meaning.
- Determine an essential meaning of Wild about Books.
- Express understanding of how the librarian makes reading fun for the animals.
- Discuss how Wild about Books builds knowledge of reading.
- Improve writing through peer review.
- Describe how Marc Chagall uses color and shape to tell a story in I and the Village.

**Module 1/ Quarter 1: A World of Books**

**Number of lessons in Module: 32**

**Number of Days in Quarter: 42** (*Does not include the first 1/2 day*)

**Standards**

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

## **Foundational Skills Block Quarter 1: Utilizing TDOE Foundational Skills Curriculum**

**1.FL.PA.2b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by blending single-syllable words.

**1.FL.PA.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by pronouncing the beginning, middle, and ending sounds in spoken single syllable words.

**1.FL.PA.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by breaking apart single syllable words into their complete sequence of individual sounds.

**1.FL.PWR.3a** Know the sound-spelling correspondence for common consonant digraphs.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the letter-sound relationships for common consonant digraphs.

**1.FL.PWR.3b** Decode regularly spelled one-syllable words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by decoding regularly spelled one-syllable words.

**1.FL.PWR.3g** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading irregularly spelled words at the first-grade level.

**1.FL.WC.4a** Use conventional spelling for one-syllable words with common spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for words with common spelling patterns, including consonant digraphs, double letters, and consonant blends.

**1.FL.WC.4e** Spell untaught words phonetically, drawing on phonemic awareness

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**1.FL.WC.4g** Print all upper and lowercase letters. (Use Zaner-Bloser Handwriting)

- Students print all upper- and lower-case letters correctly.

**1.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade level text with sufficient accuracy and fluency to support comprehension.

**1.FL.F.5c** Use context to confirm or self-correct word recognition and of words; reread as necessary.

- Students use context, self-correct, or reread as necessary to read with sufficient accuracy and fluency to support comprehension.

**1.FL.SC.6a** Use common, proper, and possessive nouns.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using common, proper, and possessive nouns.

*This standard is also taught in quarters 2 and 3.*

**1.FL.SC.6g** Use articles and demonstratives.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using determiners (e.g., articles, demonstratives).

*This standard is not explicitly taught again this year.*

**1.FL.SC.6i** Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Also, they produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

*This standard is also taught in quarters 2, 3, and 4.*

**1.FL.SC.6k** End sentences with correct punctuation.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using end punctuation in sentences.

*This standard is also taught in quarters 2, 3, and 4.*

## **Knowledge Block Quarter 1: Utilizing Wit & Wisdom**

### **Foundational Literacy Standards:**

**1.FL.VA.7c** 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.

- Students 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., I named my hamster Nibblet because she nibbles too much).

*Continuing standard.*

### **Reading Standards for Literature:**

**1.RL.KID.1** Ask and answer questions about key details in a text.

- Students ask and answer questions about key details in a text.

*This standard is not explicitly taught again this year.*

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- Students identify the central message or lesson of a story, then report on the key ideas, details, and events, including just the important information, not every single detail.

*This standard is also taught in quarter 2.*

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details

- Students use a graphic organizer, or write details and illustrations when appropriate, to describe the characters, setting, and major events in a story, using key details.

*This standard is not explicitly taught again this year.*

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for gr 1.

- With prompting and support, students read stories and poetry of appropriate complexity for grade 1 while utilizing what they have learned from standards 1 – 9.

*Continuing standard.*

### **Reading Standards for Informational Text:**

**1.RI.KID.1** Ask and answer questions about key details in a text.

- Students ask and answer questions about key details in a text.

*This standard is not explicitly taught again this year.*

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.

- Students describe how both the words and the illustrations in a text describe the key details.

*This standard is not explicitly taught again this year.*

**1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for gr 1.

- With prompting and support, students read a range of informational texts that are appropriately complex for grade one while utilizing what they have learned from standards 1 – 9.

*Continuing standard.*

### **Speaking and Listening Standard:**

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

- Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, build on one another's talk, and ask questions to clear up confusion.

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**1.W.TTP.3** With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

- Students write narratives in which they recount appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

*This standard is also taught in quarter 3.*

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

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

*This standard is not explicitly taught again this year.*

## 2022-2023 First Grade ELA Quarter 2

**Module 2/ Quarter 2:** Creature Features

**Number of lessons in Module:** 36

**Number of Days in Quarter:** 41 (*Does not include the 1/2 day before winter break*)

### Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### Foundational Skills Block Quarter 2: Utilizing TDOE Foundational Skills Curriculum

**1.FL.PC.1** Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.

- Students demonstrate understanding of the organization and basic features of print such as pointing to the first word in a sentence, knowing the first word in a sentence begins with a capital letter, and that sentences end with a period, question mark, or an exclamation point.

**1.FL.PA.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by distinguishing long from short vowel sounds in spoken single syllable words

**1.FL.PA.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by breaking apart single syllable words into their complete sequence of individual sounds.

**1.FL.PA.2b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by blending single-syllable words.

**1.FL.PA.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by pronouncing the beginning, middle, and ending sounds in spoken single syllable words.

**1.FL.PA.2d** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by breaking apart single syllable words into their complete sequence of individual sounds.

**1.FL.PWR.3b** Decode regularly spelled one-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by blending single-syllable words.

**1.FL.PWR.3c** Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the final -e and common vowel team conventions for representing long vowels, including r-controlled vowels.

**1.FL.PWR.3g** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading irregularly spelled words at the first-grade level.

**1.FL.WC.4b** Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for words with common vowel spelling patterns including VCVe, common vowel teams ('ee'), final -y and r-controlled vowels.

**1.FL.WC.4f** Write many common frequently used words and some irregular words.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for frequently used words and as well as some irregularly spelled words.

**1.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade level text with sufficient accuracy and fluency to support comprehension *This standard is not explicitly taught again this year.*

**1.FL.F.5b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level text accurately, with expression and an appropriate rate on successive readings.

**1.FL.SC.6a** Use common, proper, and possessive nouns.

- Students demonstrate command of the conventions of standard English grammar and grammar and usage when writing or speaking by using common, proper, and proper, and possessive nouns."

**1.FL.SC.6d** Use verbs to convey a sense of past, present, and future.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using 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).

*This standard is also taught in quarters 3 and 4.*

**1.FL.SC.6e** Use frequently occurring adjectives.

**1.FL.SC.6i** Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Students demonstrate command of the conventions of standard English grammar and usage declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

*This standard is also taught in quarters 3 and 4.*

**1.FL.SC.6k** End sentences with correct punctuation.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using end punctuation in sentences.

*This standard is also taught in quarters 3 and 4.*

## **Knowledge Block Quarter 2: Wit & Wisdom**

### **Foundational Literacy Standards:**

**1.FL.VA.7ai** Use sentence-level context as a clue to the meaning of a word or phrase.

*This standard is not explicitly taught again this year.*

**1.FL.VA.7b.ii** Define words by category and by one or more key attributes.

- With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

*This standard is not explicitly taught again this year.*

**1.FL.VA.7b.iv** Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

- With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings by recognizing the slight differences in the meaning (and manner) of verbs and the intensity of adjectives. Also, recognizing how those differences might change the meaning of a sentence or passage.

*This standard is also taught in quarter 3.*

**1.FL.VA.7c** 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.

- Students 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., I named my hamster Nibblet because she nibbles too much).

*Continuing standard.*

### **Reading Standards for Literature:**

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- Students identify the central message, lesson, or moral of a story, then report on the key ideas, details, and events, including just the most important information, not every single detail.



- 1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for gr 1
- With prompting and support, students read stories and poetry of appropriate complexity for grade 1 while utilizing what they have learned from standards 1 – 9.

*Continuing standard.*

**Reading Standards for Informational Text:**

- 1.RI.KID.2** Identify the main topic and retell key details of a text.

- Students identify the main topic of a text, then report on the key ideas, details, and events, including just the important information, not every single detail.

*This standard is not explicitly taught again this year.*

- 1.RI.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.

- Students use graphic organizers, or write details and illustrations if appropriate, to describe how two individuals, events, ideas, or pieces of information relate to one another.

*This standard is not explicitly taught again this year.*

- 1.RI.CS.5** Know and use various text features to locate key facts or information in a text.

- Students use informational text features (e.g., headings, tables of contents, glossaries, electronic menus, icons, etc.) to locate key facts and information.

*This standard is not explicitly taught again this year.*

- 1.RI.IKI.8** Identify the reasons an author provides to support points in a text.

- Students identify key points in a text and the reason the author gives to support those points.

*This standard is not explicitly taught again this year.*

- 1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for gr 1.

- With prompting and support, students read a range of informational texts that are appropriately complex for grade one while utilizing what they have learned from standards 1 – 9.

*Continuing standard.*

**Speaking and Listening Standards:**

- 1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.

- Students add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

*This standard is not explicitly taught again this year.*

- 1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation.

- Students speak in complete sentences when appropriate to the task and situation.

*This standard is not explicitly taught again this year.*

## **Writing Standards:**

**1.W.TTP.2** With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.

- Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

*This standard is not explicitly taught again this year.*

**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.

- With guidance and support from adults and peers, students use a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.

*This standard is not explicitly taught again this year.*

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.

- Students participate in shared research and writing projects by identifying what they’d like to learn, how they will find the information, identifying and spotting new facts as well as studying photos and pictures to make their writing piece stronger.

*This standard is not explicitly taught again this year.*

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- With guidance and support students use information from print, digital sources, or experiences they’ve had to answer a question.

*This standard is also taught in quarter 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin."

## 2022-2023, First Grade, ELA, Quarter 3

**Module 3/ Quarter 3: Powerful Forces**

**Number of lessons in Module: 35**

**Number of Days in Quarter: 45**

### Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### Foundational Skills Block Quarter 3: Utilizing TDOE Foundational Skills Curriculum

**1.FL.PA.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by pronouncing the beginning, middle, and ending sounds in spoken single syllable words.

**1.FL.PA.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by breaking apart single syllable words into their complete sequence of individual sounds.

**1.FL.PWR.3b** Decode regularly spelled one-syllable words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by decoding regularly spelled one-syllable words.

**1.FL.PWR.3c** Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing the final -e and common vowel team conventions for representing long vowels, including r-controlled vowels.

**1.FL.PWR.3d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- Students know and apply grade-level phonics and word analysis skills in decoding words by knowing that every syllable must have a vowel and use that to help count the number of syllables in a printed word.

**1.FL.PWR.3e** Decode two-syllable words following basic patterns by breaking the words into syllables

- Students know and apply grade-level phonics and word analysis skills in decoding words by decoding two-syllable words by breaking the words into syllables.

**1.FL.PWR.3f** Read words with inflectional endings.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading words with inflectional endings.

*Continuing standard.*

**1.FL.PWR.3g** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading irregularly spelled words at the first-grade level.

**1.FL.WC.4b** Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for words with common vowel spelling patterns including VCVe, common vowel teams ('ee'), final -y and r-controlled vowels.

**1.FL.WC.4c** Spell words with inflectional endings.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling words with inflectional endings.

**1.FL.WC.4d** Spell two syllable words that end in -y, -ly, are compounds, or have two closed syllables.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by writing two-syllable words ending in -y, -ly, compounds or having two closed syllables.

**1.FL.WC.4f** Write many common frequently used words and some irregular words.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for frequently used words and as well as some irregularly spelled words.

**1.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade level text with sufficient accuracy and fluency to support comprehension.

**1.FL.F.5b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level text accurately, with expression and an appropriate rate on successive readings.

**1.FL.F.5c** Use context to confirm or self-correct word recognition and of words; reread as necessary.

- Students use context, self-correct, or reread as necessary to read with sufficient accuracy and fluency to support comprehension.

**1.FL.SC.6a** Use common, proper, and possessive nouns.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using common, proper, and possessive nouns.

*This standard is also taught in quarter 4.*

**1.FL.SC.6d** Use verbs to convey a sense of past, present, and future.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using 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).

*This standard is also taught in quarter 4.*

**1.FL.SC.6e** Use frequently occurring adjectives.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using frequently occurring adjectives.

*This standard is also taught in quarter 4.*

**1.FL.SC.6h** Use frequently occurring prepositions, such as during, beyond, and toward.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using frequently occurring prepositions (e.g., during, beyond, toward).

*This standard is also taught in quarter 4.*

**1.FL.SC.6j** Capitalize names of people and dates.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing capitalize dates and names of people.

*This standard is not explicitly taught again this year.*

**1.FL.SC.6l** Use commas in dates and to separate single words in a series.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using commas in dates and to separate single words in a series.

*This standard is also taught in quarter 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin."

### **Knowledge Block Quarter 3: Utilizing Wit & Wisdom**

#### **Foundational Literacy Standards:**

**1.FL.SC.6b** Use singular and plural nouns with correct verbs in basic sentences.

- Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. They also use prefixes and suffixes to figure out the meaning of a word.

*This standard is not explicitly taught again this year.*

**1.FL.VA.7.a.iii** Identify frequently occurring root words and their inflectional forms.

- Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Additionally, they identify root words and their inflectional forms (e.g., looks, looked, looking).

*This standard is not explicitly taught again this year.*

**1.FL.VA.7.b.iii** Identify real-life connections between words and their use.

- Students demonstrate understanding of word relationships and nuances in word meanings and connect the words I am learning with my own life and experiences.

*This standard is not explicitly taught again this year.*

**1.FL.VA.7b.iv** Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

- With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings by recognizing the slight differences in the meaning (and manner) of verbs and the intensity of adjectives. Also, recognizing how those differences might change the meaning of a sentence or passage.

*This standard is not explicitly taught again this year.*

**1.FL.VA.7c** 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.

- Students 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., I named my hamster Nibbles because she nibbles too much).

*Continuing standard.*

#### **Reading Standards for Literature:**

**1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

- Students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

*This standard is not explicitly taught again this year.*

**1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

- Students explain the difference between a story and informational text.

*This standard is not explicitly taught again this year.*

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for gr 1

- With prompting and support, students read stories and poetry of appropriate complexity for grade 1 while utilizing what they have learned from standards 1 – 9.

*Continuing standard.*

#### **Reading Standards for Informational Text:**

**1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.

- Students ask and answer questions to determine or clarify the meaning of unfamiliar words.

*This standard is not explicitly taught again this year.*

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

- Students distinguish between information presented through pictures and other illustrations and information provided by the words in a text.

*This standard is not explicitly taught again this year.*

**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

- Students identify how two texts on the same topic are alike or different.

*This standard is not explicitly taught again this year.*

**1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for gr 1.

- With prompting and support, students read a range of informational texts that are appropriately complex for grade one while utilizing what they have learned from standards 1 – 9.

*Continuing standard.*

### **Speaking and Listening Standards:**

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

- Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, build on one another's talk, and ask questions to clear up confusion.

*This standard is not explicitly taught again this year.*

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**1.W.TTP.3** With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use order words to signal event order and provide some sense of closure.

- Students write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

*This standard is not explicitly taught again this year.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin.

## 2022-2023, First Grade ELA, Quarter 4

### Module 4/ Quarter 4: Cinderella Stories

Number of lessons in Module: 36

Number of Days in Quarter: 46 (Does not include last ½ day).

### Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### Foundational Skills Block Quarter 4: Utilizing TDOE Foundational Skills Curriculum

**1.FL.PA.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by breaking apart single syllable words into their complete sequence of individual sounds.

**1.FL.PWR.3b** Decode regularly spelled one-syllable words.

- Students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by decoding regularly spelled one-syllable words.

**1.FL.PWR.3f** Read words with inflectional endings.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading words with inflectional endings.

**1.FL.PWR.3g** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading irregularly spelled words at the first-grade level.

**1.FL.PWR.3h** Read grade-level decodable text with purpose and understanding.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading grade-level decodable text with purpose and understanding.

**1.FL.WC.4b** Use conventional spelling for one-syllable words with common vowel spelling patterns including VC*Ve*, common vowel teams, final -y, and r-controlled vowels.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for words with common vowel spelling patterns including VC*Ve*, common vowel teams ('*ee*'), final -y and r-controlled vowels.

**1.FL.WC.4c** Spell words with inflectional endings.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling words with inflectional endings.



**1.FL.WC.4d** Spell two syllable words that end in -y, -ly, are compounds, or have two closed syllables.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by writing two-syllable words ending in -y, -ly, compounds or having two closed syllables.

**1.FL.WC.4f** Write many common frequently used words and some irregular words.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for frequently used words and as well as some irregularly spelled words.

**1.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade level text with sufficient accuracy and fluency to support comprehension.

**1.FL.F.5b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level text accurately, with expression and an appropriate rate on successive readings.

**1.FL.F.5c** Use context to confirm or self-correct word recognition and of words; reread as necessary.

- Students use context, self-correct, or reread as necessary to read with sufficient accuracy and fluency to support comprehension.

**1.FL.SC.6b** Use singular and plural nouns with correct verbs in basic sentences.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**1.FL.SC.6c** Use personal, possessive, and indefinite pronouns.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

**1.FL.SC.6f** frequently occurring conjunctions.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using frequently occurring conjunctions (e.g., and, but, or, so, because).

**1.FL.SC.6h** Use frequently occurring prepositions, such as during, beyond, and toward.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using frequently occurring prepositions (e.g., during, beyond, toward).

**1.FL.SC.6i** Use commas in dates and to separate single words in a series.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using commas in dates and to separate single words in a series.

## **Knowledge Block Quarter 4: Utilizing Wit & Wisdom**

### **Foundational Literacy Standards:**

#### **1.FL.WC.4g** Print all upper and lowercase letters.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by printing all upper and lowercase letters, while applying this knowledge when writing.

#### **1.FL.WC.4a** Use conventional spelling for one-syllable words with common and familiar consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends; Write many common, frequently used words and some irregular words."

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

#### **1.FL.VA.7.a.i** Use sentence-level context as a clue to the meaning of a word or phrase.

- Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content by using surrounding words in a sentence to figure out the meaning of a word or phrase.

#### **1.FL.VA.7b.ii** Define words by category and by one or more key attributes.

- With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

#### **1.FL.VA.7c** 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.

- Students 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., I named my hamster Nibblet because she nibbles too much).

### **Reading Standards for Literature:**

#### **1.RL.CS.6** Identify who is telling the story at various points in a text.

- Students identify who is telling the story at various points in a text.

#### **1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

- Students use both the words in a story and the illustrations to describe the characters, setting, and events.

**1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

- Students describe how the adventures and experiences of characters in stories are alike or different.

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for gr 1.

- With prompting and support, students read stories and poetry of appropriate complexity for grade 1 while utilizing what they have learned from standards 1 – 9.

#### **Reading Standards for Informational Text:**

**1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for gr 1.

- With prompting and support, students read a range of informational texts that are appropriately complex for grade one while utilizing what they have learned from standards 1 – 9.

#### **Speaking and Listening Standards:**

**1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

#### **Writing Standards:**

**1.W.TTP.1** With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

- Students write an opinion piece about a topic or a book, identifying the topic, stating their opinion with one supporting reason, selecting words and pictures to best support their opinion, and write an ending to show they've finished.

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- Students use information from print, digital sources, or experiences they've had to answer a question.

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