

| 1 <sup>st</sup> Grade: Reading Foundational Skills   |                              |  |   |  |  |
|--|------------------------------|--|---|--|--|
| Standard   |                              | 1 <sup>st</sup> 9 weeks  | 2 <sup>nd</sup> 9 weeks   | 3 <sup>rd</sup> 9 weeks  | 4 <sup>th</sup> 9 weeks  |
| <b>RF.1.1</b><br>Demonstrate understanding of the organization and basic features of print.  | Print Concepts               | a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, punctuation).  | Continue to practice and reinforce previous listed standards  | Continue to practice and reinforce previous listed standards   | Continue to practice and reinforce previous listed standards   |
| <b>RF.1.2</b><br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  | Phonological Awareness       | a. Distinguish long from short vowel sounds in spoken single-syllable words<br><br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends<br><br>c. Isolate and produce <b>initial</b> and <b>final</b> sounds (phonemes) in spoken single-syllable words<br><br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) | a. Distinguish long from short vowel sounds in spoken single-syllable words<br><br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends<br><br>c. Isolate and produce <b>medial vowel</b> (phonemes) in spoken single-syllable words<br><br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)                         | Continue to practice and reinforce previous listed standards   | Continue to practice and reinforce previous listed standards   |
| <b>RF.1.3</b><br>Know and apply grade-level phonics and word analysis skills in decoding words.<br><br><b>Refer to Maury County Phonics Mastery Expectations for appropriate sequencing of skills.</b> | Phonics and Word Recognition | g. Recognize and read grade-appropriate irregularly spelled words (Dolch list)<br><br>b. Decode regularly spelled one-syllable words   | a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)<br><br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word<br><br>e. Decode two-syllable words following basic patterns by breaking the words into syllables<br><br>g. Recognize and read grade-appropriate irregularly spelled words | Continue to practice and reinforce previous listed standards<br><br>c. Know final-e and common vowel conventions for representing long vowel sounds<br><br>f. Read words with inflectional endings<br><br>g. Recognize and read grade-appropriate irregularly spelled words* | Continue to practice and reinforce previous listed standards<br><br>g. Recognize and read grade-appropriate irregularly spelled words* |

| 1 <sup>st</sup> Grade: Reading Foundational Skills (continued)                       |                |  |  |  |  |
|--|----------------|--|--|--|--|
| Standard   |                | 1 <sup>st</sup> 9 Weeks  | 2 <sup>nd</sup> 9 Weeks  | 3 <sup>rd</sup> 9 Weeks  | 4 <sup>th</sup> 9 Weeks  |
| <b>RF.1.4</b><br>Read with sufficient accuracy and fluency to support comprehension. | <b>Fluency</b> | a. Read grade level text with purpose and understanding<br><br>b. Read grade level text orally with accuracy, appropriate rate, and expression<br><br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary<br><br>End of 9 weeks goal: Level E | a. Read grade level text with purpose and understanding<br><br>b. Read grade level text orally with accuracy, appropriate rate, and expression<br><br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary<br><br>End of 9 weeks goal: Level G | a. Read grade level text with purpose and understanding<br><br>b. Read grade level text orally with accuracy, appropriate rate, and expression<br><br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary<br><br>End of 9 weeks goal: Level H | a. Read grade level text with purpose and understanding<br><br>b. Read grade level text orally with accuracy, appropriate rate, and expression<br><br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary<br><br>End of 9 weeks goal: Level I |
|  |                | <b>Recommended Running Record Frequency:</b><br>Emergent (A-G) every 2-4 weeks<br>Upper Emergent (H-K) every 4-6 weeks<br>Early Fluent (L-O) every 6-8 weeks<br>Fluent (P and up) every 8-10 weeks   | <u>AIMSweb Winter Benchmark Goals</u><br>90 <sup>th</sup> percentile = 99 wcpm<br>75 <sup>th</sup> percentile = 67 wcpm<br>50 <sup>th</sup> percentile = 36 wcpm<br>25 <sup>th</sup> percentile = 19 wcpm<br>10 <sup>th</sup> percentile = 11 wcpm   | <u>Mid-Benchmark Goals</u><br>90 <sup>th</sup> percentile = 113 wcpm<br>75 <sup>th</sup> percentile = 82 wcpm<br>50 <sup>th</sup> percentile = 52 wcpm<br>25 <sup>th</sup> percentile = 30 wcpm<br>10 <sup>th</sup> percentile = 17 wcpm   | <u>AIMSweb Spring Benchmark Goals</u><br>90 <sup>th</sup> percentile = 126 wcpm<br>75 <sup>th</sup> percentile = 97 wcpm<br>50 <sup>th</sup> percentile = 67 wcpm<br>25 <sup>th</sup> percentile = 40 wcpm<br>10 <sup>th</sup> percentile = 22 wcpm  |

| 1 <sup>st</sup> Grade: Reading Literature   |   |  |  |  |   |                         |            |                         |            |
|---|---|--|--|--|---|-------------------------|------------|-------------------------|------------|
| Standard  |   | 1 <sup>st</sup> 9 weeks  |  | 2 <sup>nd</sup> 9 weeks  |   | 3 <sup>rd</sup> 9 weeks |            | 4 <sup>th</sup> 9 weeks |            |
| Key Ideas and Details   | <b>RL.1.1</b><br>Ask and answer questions about key details in a text.  | Ask and answer who and where questions.                                  | Ask and answer what and when questions about a text.   | Ask and answer how and why questions about a text.   | Write or verbally ask and answers questions about a story.  |                         |            |                         |            |
|   | <b>RL.1.2</b><br>Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       | Retell a familiar story, including key details.                          | Retell a familiar story, including key details, and state the lesson.  | Retell a familiar story, including key details, and state the central message.   | Retell a familiar story, including key details, and explain the central message or lesson.                                  |                         |            |                         |            |
|   | <b>RL.1.3</b><br>Describe characters, settings, and major events in a story, using key details.   | Describe the characters, using key details.                              | Describe the characters and setting, using key details.  | Describe characters, settings, and major events (beginning, middle, and end), using key details.                         | Describe characters, settings, and major events, including problem and solution, using key details.                         |                         |            |                         |            |
| Craft and Structure   | <b>RL.1.4</b><br>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  | Identify words or phrases in stories or poems that appeal to the senses. | Identify words or phrases in stories or poems that suggest feelings.   | Identify words in stories or poems that appeal to the senses and suggest feeling.  | Identify words and phrases in stories or poems that appeal to the senses and suggests feelings.                             |                         |            |                         |            |
|   | <b>RL.1.5</b><br>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Identify books that tell a story and explain features that make it so.   | Identify a book that gives information and explain features that make it so.   | Differentiate books that tell stories from books that give information when the books have similar topic.                | Differentiate books that tell stories from books that give information when the books are about varied topics.              |                         |            |                         |            |
|   | <b>RL.1.6</b><br>Identify who is telling the story at various points in a text.   | Identify who is speaking at a specific point in a story.                 | Identify part where the narrator is telling story and part where a character is speaking at a specific point in a story. | Identify part where the narrator is telling story and part where a character is speaking at a specific point in a story. | Identify who is speaking at a specific point in a chapter book read aloud.  |                         |            |                         |            |
| Integration of Knowledge and Ideas  | <b>RL.1.7</b><br>Use illustrations and details in a story to describe its characters, setting, or events.   | Describe characters using details from text and illustrations.           | Describe settings using details from text and illustrations.   | Describe major events (beginning, middle, and end) using details from text and illustrations.                            | Describe characters, settings, and major events, including problem and solution, using details from text and illustrations. |                         |            |                         |            |
|   | <b>RL.1.9</b><br>Compare and contrast the adventures and experiences of characters in stories.  | Compare the experiences of two characters within a single story.         | Compare and contrast the experiences of characters within a single story.  | Compare characters' experiences in two stories.  | Compare and contrast characters' experiences in two stories.  |                         |            |                         |            |
| <b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. |   |  |  |  |   |                         |            |                         |            |
| <b>AUG</b>  | <b>SEPT</b>   | <b>OCT</b>   | <b>NOV</b>   | <b>DEC</b>   | <b>JAN</b>  | <b>FEB</b>              | <b>MAR</b> | <b>APR</b>              | <b>MAY</b> |
| <b>C/D</b>  | <b>D</b>  | <b>E</b>   | <b>F</b>   | <b>G</b>   | <b>G</b>  | <b>H</b>                | <b>H</b>   | <b>I</b>                | <b>I</b>   |



| 1 <sup>st</sup> Grade: Language   |  |   |   |   |  |
|---|--|---|---|---|--|
| Standard  |  | 1 <sup>st</sup> 9 weeks   | 2 <sup>nd</sup> 9 weeks   | 3 <sup>rd</sup> 9 weeks   | 4 <sup>th</sup> 9 weeks  |
| <b>L.1.1</b><br>Demonstrate command of the conventions of standard English grammar and usage <b>when writing or speaking.</b> | <b>Conventions of Standard English</b> | a. Print all upper and lowercase letters using correct letter formation<br><br>b. Use common nouns<br><br>f. Use frequently occurring adjectives to expand speaking and writing<br><br>h. Use determiners. (e.g., articles, demonstratives)<br><br>j. Produce and expand simple interrogative and declarative sentences | Continue to practice and reinforce previous listed standards<br><br>b. Use common and proper nouns<br><br>c. Use singular and plural nouns with matching verbs in basic sentences (e.g.; Rabbit hops. Rabbits hop.)<br><br>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)<br><br>j. Produce and expand complete simple interrogative, declarative, imperative, and exclamatory sentences | Continue to practice and reinforce previous listed standards<br><br>b. Use common, proper, and possessive nouns<br><br>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I will walk home; Tomorrow I will walk home)<br><br>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because)<br><br>i. Use frequently occurring prepositions (e.g., during, beyond, toward)<br><br>j. Produce and expand complete simple interrogative, declarative, imperative, and exclamatory sentences | Continue to practice and reinforce previous listed standards<br><br>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences |
|   |  | <b>L.1.2</b><br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling <b>when writing.</b>   | a. Capitalize names of people and dates<br><br>b. Use end punctuation for interrogative and declarative sentences<br><br>d. Use conventional spelling for words with common spelling patterns and for frequently occurring words<br><br>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions  | Continue to practice and reinforce previous listed standards<br><br>b. Use end punctuation for interrogative, declarative, imperative, and exclamatory sentences<br><br>c. Use commas in dates<br><br>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words   | Continue to practice and reinforce previous listed standards<br><br>c. Use commas to separate single words in a series   |

| 1 <sup>st</sup> Grade Language (continued)  |                                       |  |   |   |   |
|---|---------------------------------------|--|---|---|---|
| Standard  |                                       | 1 <sup>st</sup> 9 weeks  | 2 <sup>nd</sup> 9 weeks   | 3 <sup>rd</sup> 9 weeks   | 4 <sup>th</sup> 9 weeks   |
| <b>L.1.4</b><br>Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases  | <b>Vocabulary Acquisition and Use</b> | a. Use sentence-level context as a clue to the meaning of a word or phrase   | Continue to practice and reinforce previous listed standards<br><br>b. Use frequently occurring affixes as a clue to the meaning of a word  | Continue to practice and reinforce previous listed standards<br><br>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)                            | Continue to practice and reinforce previous listed standards  |
| <b>L.1.5</b><br>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<br><br>b. Define words by category by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)<br><br>c. Identify real-life connections between words and their use | Continue to practice and reinforce previous listed standards<br><br>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings | Continue to practice and reinforce previous listed standards  | Continue to practice and reinforce previous listed standards  |
| <b>L.1.6</b><br>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>because</i> ). |                                       | Use words and phrases acquired through conversations, reading and being read to  | Use words and phrases acquired through conversations, reading and being read to, and responding to texts  | 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>because</i> ). | 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>because</i> ). |

| 1 <sup>st</sup> Grade: Writing   |   |   |   |  |  |
|--|---|---|---|--|--|
| Standard   |   | 1 <sup>st</sup> 9 weeks   | 2 <sup>nd</sup> 9 weeks   | 3 <sup>rd</sup> 9 weeks  | 4 <sup>th</sup> 9 weeks  |
| W.1.3<br>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. | <b>Text Type and Purposes</b><br><br>*Use the District Writing Expectation Guide for guidance | Weeks 1-3: Narrative<br><br><b>NINE WEEK FOCUS</b>  | Weeks 1-3: Narrative  | Weeks 1-3: Narrative   | Weeks 1-3: Narrative   |
| W.1.2<br>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |   | Weeks 4-6: Informative<br><br><b>NINE WEEK FOCUS</b>  | Weeks 4-6: Informative  | Weeks 4-6: Informative   | Weeks 4-6: Informative   |
| W.1.1<br>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |   | Weeks 7-9: Opinion<br><br><b>NINE WEEK FOCUS</b>  | Weeks 7-9: Opinion  | Weeks 7-9: Opinion   | Weeks 7-9: Opinion   |
| W.1.5<br>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.  | <b>Production and Distribution</b>  | Focus on a topic  | Focus on a topic and respond to questions from peers  | Focus on a topic and respond to questions and suggestions from peers                                       | Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed |
| W.1.6<br>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |   | Be introduced to a variety of digital tools to produce and publish writing                    | Become familiar with a variety of digital tools through teacher modeling to produce and publish writing | Begin to experiment with a variety of digital tools through shared writing to produce and publish writing. | Use a variety of digital tools to produce and publish writing  |
| W.1.7<br>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).   | <b>Research to Build and Present Knowledge</b>  | Participate in shared research and writing within a whole group setting with teacher modeling | Participate in shared research and writing within guided writing groups with teacher support            | Participate in shared research and writing with a small group or partner and orally present project        | Publish a “how-to” piece of writing on a given topic that includes a sequence of instructions                      |
| W.1.8<br>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |   | Participating in shared or guided reading, recall information from experiences                | Working in small groups or with a partner, recall information from experiences to answer a question     | Participating in shared or guided reading, gather information from provided sources to answer a question   | Working in small groups or with a partner, gather information from provided sources to answer a question           |

| 1 <sup>st</sup> Grade: Speaking and Listening  |                                     |   |   |   |   |
|--|-------------------------------------|---|---|---|---|
| Standard   |                                     | 1 <sup>st</sup> 9 weeks   | 2 <sup>nd</sup> 9 weeks                     | 3 <sup>rd</sup> 9 weeks                     | 4 <sup>th</sup> 9 weeks                     |
| SL.1.1<br>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | Comprehension and Collaboration     | 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). | Continue to practice and reinforce standard | Continue to practice and reinforce standard | Continue to practice and reinforce standard |
|  |                                     | b. Build on other’s 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 (See RL.1.1 and RI.1.1)  |   |   |   |
| SL.1.2<br>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                  |                                     | Ask and answer questions about key details in a text read aloud or information presented orally or through other media                                | Continue to practice and reinforce standard | Continue to practice and reinforce standard | Continue to practice and reinforce standard |
| SL.1.3<br>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                |                                     | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.             | Continue to practice and reinforce standard | Continue to practice and reinforce standard | Continue to practice and reinforce standard |
| SL.1.4<br>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  | Presentation of Knowledge and Ideas | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   | Continue to practice and reinforce standard | Continue to practice and reinforce standard | Continue to practice and reinforce standard |
| SL.1.5<br>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings  |                                     | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings                                       | Continue to practice and reinforce standard | Continue to practice and reinforce standard | Continue to practice and reinforce standard |
| SL.1.6<br>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 16 for specific expectations.)        |                                     | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 16 for specific expectations.)     | Continue to practice and reinforce standard | Continue to practice and reinforce standard | Continue to practice and reinforce standard |

**NOTE: Speaking and Listening Standards should be embedded daily across all curricular areas of instruction.**