1st Grade ELA Pacing Guide

Click on the link to view the activities and teaching resources as well as the assessment schedule.

*This pacing guide provides the starting date for each CCSS. Instruction will continue until students demonstrate acceptable mastery of the standard.

Timeline	Reading Literature (RL)	Reading Informational Text (RI)	Reading Foundational Skills (RF)	Writing (W)	Speaking and Listening (SL)	Language (L)
September	RL.1.1 Ask and answer questions about key details in a text RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. .		RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3.b Decode regularly spelled one-syllable words.	W.1.3 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.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.6 Produce complete sentences when appropriate to task and situation.	L.1.1.a Print all upper- and lowercase letters. L.1.1.b Use common, proper, and possessive nouns. L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
October	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or	L.1.2.a Capitalize dates and names of people. L.1.2.b Use end punctuation for sentences. L.1.2.d Use conventional spelling for words with

	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.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		sound). RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.f Read words with inflectional endings. RF.1.4.a Read grade-level text with purpose and understanding.	peers, and add details to strengthen writing as needed.	through other media.	common spelling patterns and for frequently occurring irregular words. L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
November		RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of 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.	RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.		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.	L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
December						

January	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.	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of 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.	RF.1.3.g Recognize and read grade-appropriate irregularly spelled words. RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.
February	RL.1.6 Identify who is telling the story at various points in a text.				SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	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).
March	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.			W.1.1 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.		L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.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). L.1.1.f Use frequently occurring adjectives.

						L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).
April		RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		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.		L.1.1.h Use determiners (e.g., articles, demonstratives). L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2.c Use commas in dates and to separate single words in a series. L.1.5.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.
May-June		RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		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.		

CCSS	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
<mark>Reading and Literature (RL</mark>)	Harcourt Collections basal series CAFE Strategies	Fountas & Pinnell 1st grade Common Assessments	Teach: Sept. - May Assesments on-going
Key Ideas and Details			
RL.1.1 Ask and answer questions about key details in a text.	Seven Keys to Comprehension Questions Readers Ask **C**AFE Strategy: Make and adjust predictions; use text to confirm **C**AFE Strategy: Ask questions throughout the reading process	Fountas & Pinnell Retell Daily Teacher Observation	September
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Using Think-Alouds to Improve Reading Comprehension Follow the Yellow Brick Road Retelling Activity **C**AFE Strategy: Make and adjust predictions; use text to confirm **C**AFE Strategy: Summarize text; include sequence of main events	Fountas & Pinnell Retell Daily Teacher Observation	October
RL.1.3 Describe characters, settings, and	Elements of a Story using "Where	Fountas & Pinnell Retell	October

major events in a story, using key details.	the Wild Things Are" Blooms Taxonomy Question Card Story Map Story Elements **C**AFE Strategy: Use main idea and supporting details to determine importance **C**AFE Strategy: Recognize literacy elements (genre, plot, character, setting, proble/resolution, theme)	Daily Teacher Observation	
Craft and Structure			
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**C**AFE Strategy: Use prior knowledge to connect with text **C**AFE Strategy: Infer and support with evidence **C**AFE Strategy: Monitor and fix up: check for understanding/back up and reread		October
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.	Comparing Fiction and Nonfiction with "Little Red Riding Hood" Text Set **C**AFE Strategy: Recognize literacy elements (genre, plot, character, setting, proble/resolution, theme)	1st grade Common Assessments	January
RL.1.6 Identify who is telling the story at various points in a text.	**C**AFE Strategy: Determine and analyze author's purpose and support with text		February
Integration of Knowledge and Ideas			
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Character Traits lesson using "The Enormous Watermelon" Mental Images Sheet 1 Mental Images Sheet 2 Mental Images Sheet 3 Mental Images Sheet 4 **C**AFE Strategy: Infer and support with evidence **C**AFE Strategy: Make a picture or		October

	mental image **C**AFE Strategy: Recognize literary elements (genre, plot, character, setting, problem/resolution, theme **C**AFE Strategy: Use the pictures... do the words and pictures match?		
RL.1.8 (Not applicable to literature)			
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Building a Matrix for Leo Lionni Books **C**AFE Strategy: Compare and contrast within and between texts	1st grade Common Assessments	March
Range of Reading and Level of Text Complexity			
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Using Poetry to Teach Reading "We Give Books" Digital Books Poetry Resource Daily Five Posters Elbow to Elbow Poster CA**F**E Strategy: Read appropriate-level texts that are a good fit		September

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CCSS	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
Reading Informational Text (RI)	Harcourt Collections basal series CAFE Strategies	Fountas & Pinnell 1st grade Common Assessments	Teach: Sept. - May Assess: Winter & Spring
Key Ideas and Details			
RI.1.1 Ask and answer questions about key details in a text.	Predicting and Gathering Information with Nonfiction Texts **C**AFE Strategy: Use prior knowledge to connect with the text **C**AFE Strategy: Ask questions throughout the reading process		November

	CAFE Strategy: Recognize and explain cause-and-effect relationships		
RI.1.2 Identify the main topic and retell key details of a text.	Strategies for Teaching Non Fiction CAFE Strategy: Summarize text; include sequence of main events CAFE Strategy: Use main idea and supporting details to determine importance CAFE Strategy: Recognize and explain cause-and-effect relationships	Fountas & Pinnell Retell Daily Teacher Observation	November
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CAFE Strategy: Recognize and explain cause-and-effect relationships CAFE Strategy: Compare and contrast within and between texts	1st grade Common Assessments	April
Craft and Structure			
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CAFE Strategy: Monitor and fix up: check for understanding/back up and reread CAFE Strategy: Ask questions throughout the reading process		January
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.	Using Text Features to Distinguish between Fiction and Nonfiction CAFE Strategy: Use text features (titles, headings, captions, graphic features)	Fountas & Pinnell Retell Daily Teacher Observation	November
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	CAFE Strategy: Use the pictures... do the words and pictures match?		November
Integration of Knowledge and Ideas			
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	CAFE Strategy: Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense? CAFE Strategy: Use the pictures...		January

	do the words and pictures match?		
RI.1.8 Identify the reasons an author gives to support points in a text.	**C**AFE Strategy: Determine and analyze author's purpose and support with text		January
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Diagram It! Identifying, Comparing and Writing about Nonfiction Text Venn Diagram, Student Interactive **C**AFE Strategy: Compare and contrast within and between texts	1st grade Common Assessments	May-June
Range of Reading and Level of Text Complexity			
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	"We Give Books" Digital Books CA**F**E Strategy: Read appropriate-level texts that are a good fit		October

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CCSS	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
Reading Foundational Skills (RF)	Harcourt Collections basal series CAFE Strategies	1st grade Common Assessments	
Print Concepts			
RF.1.1 Demonstrate understanding of the organization and basic features of print.		Fountas and Pinnell Early Literacy Behaviors Assessment	Sept. - May
RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Punctuate with Pasta Sentence Features Worksheet		September
Phonological Awareness	Building Phonemic Awareness Unit	DIBELS Next Phoneme Segmentation Fluency 1st grade Common Assessments	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Mimio: How Many Syllables? C**A**FE Strategy: Flip the sounds C**A**FE Strategy: Use beginning and ending sounds		Sept. - May

	CAFE Strategy: Blend sounds; stretch and reread CAFE Strategy: Chunk letters and sounds together		
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	Mimio: Sorting Short and Long Vowel Words Free Valentine Vowel Sort Activity	Decodable Word Assessment	September
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	"Hop on Pop" One Syllable Words	Decodable Word Assessment	September
RF.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) spoken single-syllable words.		MLPP Phonological Awareness Assessment (F&P Level C or below)	September
RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		MLPP Phonological Awareness Assessment (F&P Level C or below)	September
Phonics and Word Recognition		DIBELS Next Letter Naming Fluency DIBELS Next Nonsense Word Fluency 1st grade Common Assessments	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Learning About Word Families with "Click, Clack, Moo" Stealing Y CAFE Strategy: Look carefully at letters and words CAFE Strategy: Use beginning and ending sounds CAFE Strategy: Blend sounds; stretch and reread CAFE Strategy: Chunk letters and sounds together CAFE Strategy: Skip the word, then come back CAFE Strategy: Trade a word/guess a word that makes		Sept. - May

	sense C**A**FE Strategy: Recognize words at sight C**A**FE Strategy: Practice common sight words and high-frequency words		
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Penguin Digraphs Fishing for Digraphs (sh, ch, th, wh		October
RF.1.3.b Decode regularly spelled one-syllable words.		Decodable Word Assessment	September
RF.1.3.c Know final -e and common vowel team conventions for representing long vow sounds.	Phonics Dance Silent E Long Vowel Activity Mimio: Silent E activity	Decodable Word Assessment	October
RF1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Easter Syllable Sort		November
RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.		Decodable Word Assessment	November
RF.1.3.f Read words with inflectional endings.		Decodable Word Assessment	October
RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.		Basic Sight Word Assessment	January
Fluency		DIBELS Next Oral Reading Fluency Fountas & Pinnell Fluency Rubric (See pages 24, 53 in Fountas & Pinnell Assessment Guide System 1)	Teach: Sept. - May Assess: DIBELS September, January, and May Assess: Fountas & Pinnell Fall, Winter, & Spring
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Activities C**A**FE Strategy: Abundant easy reading C**A**FE Strategy: Voracious reading C**AFE** Strategy: Read	Fountas & Pinnell Fluency Rubric	Sept. - May

	appropriate-level texts that are a good fit CA**F**E Strategy: Reread text CA**F**E Strategy: Adjust and apply different reading rates to match tex CA**F**E Strategy: Use punctuation t enhance phrasing and prosody (end marks, commas, etc.) CA**F**E Strategy: Read text as the author would say it, conveying the meaning or feeling		
RF.1.4.a Read grade-level text with purpose and understanding.			October
RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	Poetry Class Fluency Posters		January
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			January

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CCSS	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
Writing (W)	Lucy Calkins Units of Study Write Steps	Write Steps Rubrics	Teach: Sept. - May Assess: September (pre-assessment) & May (post-assessment); for report cards: Fall, Winter, & Spring
Text Types and Purposes			
W.1.1 Write opinion pieces in which they introduce the topic or name the book they ar writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write Steps, Unit 4	Write Steps Opinion Rubric	March (12 days) Assess: Winter

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write Steps, Units 1 & 3a Lucy Calkins Nonfiction Writing: Procedures and Reports Why Writers Write	Write Steps Informative/Explanatory Rubric	January (15 days) Assess: Winter
W.1.3 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.	Write Steps, Units 2a, 2b, & 5 Lucy Calkins Small Moments: Personal Narrative Writing	Write Steps Narrative Rubric	September (42 days)
Production and Distribution of Writing			
W.1.4 (Begins in grade 3)			
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.	Lucy Calkins Units of Study Write Steps, Units 2b, 3a, 5, & 6	Write Steps Rubrics	October Assess: Fall, Winter, & Spring
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.	Write Steps, Unit 6	Write Steps Research Rubric	May-June (1 day) Assess: Spring
Research to Build and Present Knowledge			
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).	Write Steps, Unit 6 Lucy Calkins Nonfiction Writing: Procedures and Reports Exploring Before-During-After Sequences	Write Steps Research Rubric	April (8 days) Assess: Spring
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Write Steps, Unit 6 Lucy Calkins Nonfiction Writing: Procedures and Reports Creating Question and Answer Books through Guided Research	Write Steps Research Rubric	April (8 days) Assess: Spring
W.1.9. (Begins in grade 4)			
Range of Writing			
W.1.10. (Begins in grade 3)			

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CCSS	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
Speaking and Listening (SL)			
Comprehension and Collaboration			
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Creative Problem-Solving with Ezra Jack Keats		September
SL.1.1.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).	Good Listener Poster (Scroll Down) Good Listener Posters (TPT Freebie)		September
SL1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			September
SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.			September
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Teddy Bear Day		October
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.			November
Presentation of Knowledge and Ideas			
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			January

| SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | February |
| SL.1.6 Produce complete sentences when appropriate to task and situation. | Sentence/Not Sentence Sort
Good Sentences Booklet
Good Sentences Poster | | September |

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CCSS	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
Language (L)	Harcourt Collections basal series Lucy Calkins Writing for Readers Teaching Skills and Strategies Write Steps Daily Language Phonics Dance CAFE Strategies	Teacher Observation 1st grade Writing Common Assessment	Teach: Sept. - May Assess: September (pre-assessment) & May (post-assessment); for report cards: Fall, Winter, & Spring
Conventions of Standard English			
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			Sept. - May
L.1.1.a Print all upper- and lowercase letters.	Handwriting Ideas		September
L.1.1.b Use common, proper, and possessive nouns.			September
L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Action ABC's: Learning Vocabulary with Verbs		March
L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).			March
L.1.1.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).			March
L.1.1.f Use frequently occurring adjectives.	Guess What's in the Bag: A		March

	Language-Based Activity Mimio Adjective Activity Adjectives Describe Me		
L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).			March
L.1.1.h Use determiners (e.g., articles, demonstratives).			April
L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).			March
L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			April
L.1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.	Contraction Surgery Contraction Mania Contraction Poster		Sept. - May
L.1.2.a Capitalize dates and names of people.			October
L.1.2.b Use end punctuation for sentences.	Punctuation Lesson		October
L.1.2.c Use commas in dates and to separate single words in a series.			April
L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	/ue/ /ui/ /ew/ Word Sort Little Word Family Book		October
L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Phonics Dance Phonogram Cards		October
Knowledge of Language			
L.1.3 (Begins in grade 2)			
Vocabulary Acquisition and Use	Harcourt Collections basal series Daily Language	Teacher Observation Essential Skills Checklist	Teach: Sept. - May
L.1.4 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.	CAF**E** Strategy: Use prior knowledge and context to predict and confirm meaning CAF**E** Strategy: Use pictures, illustrations, and diagrams CAF**E** Strategy: Use word parts		Sept. - May

	to determine the meaning of word (prefixes, suffixes, origins, abbreviations, etc.) CAF**E** Strategy: Use d glossaries as tools		
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Context Clues Printable		January
L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.	Mimio Prefix and Suffix Activity		January
L.1.4.c Identify frequently occurring root word (e.g., look) and their inflectional forms (e.g., looks, looked, looking).			September
L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	CAF**E** Strategy: Use prior knowledge and context to predict and confirm meaning CAF**E** Strategy: Use pictures, illustrations, and diagrams CAF**E** Strategy: Ask someone to define the word for you		Dec. - May
L.1.5.a Sort words into categories (e.g., colors clothing) to gain a sense of the concepts the categories represent.	Verb and Noun Town Sort		November
L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Vocablary Resource		November
L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).			November
L.1.5.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.	"Foolish Tortoise" Vocabulary Activity Synonym Match-Up Synonym and Antonym Chefs (scroll down)		April
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently	CAF**E** Strategy: Tune into interesting words and use new vocabulary in speaking and writin		February

occurring conjunctions to signal simple relationships (e.g., because).			

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts	
K[1]	*Over in the Meadow* by John Langstaff (traditional) (c1800)* *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) *A Story, A Story* by Gail E. Haley (1970)* *Pancakes for Breakfast* by Tomie DePaola (1978) *Kitten's First Full Moon* by Kevin Henkes (2004)*	*My Five Senses* by Aliki (1962)** *Truck* by Donald Crews (1980) *I Read Signs* by Tana Hoban (1987) *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* *Amazing Whales!* by Sarah L. Thomson (2005)*
1[1]	"Mix a Pancake" by Christina G. Rossetti (1893)** *Mr. Popper's Penguins* by Richard Atwater (1938)* *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** *Frog and Toad Together* by Arnold Lobel (1971)** *Hi! Fly Guy* by Tedd Arnold (2006)	*A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** *Starfish* by Edith Thacher Hurd (1962) *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* *How People Learned to Fly* by Fran Hodgkins and True Kelley

		(2007)*
2-3	"Who Has Seen the Wind?" by Christina G. Rossetti (1893) *Charlotte's Web* by E. B. White (1952)* *Sarah, Plain and Tall* by Patricia MacLachlan (1985) *Tops and Bottoms* by Janet Stevens (1995) P*oppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	*A Medieval Feast* by Aliki (1983) *From Seed to Plant* by Gail Gibbons (1991) *The Story of Ruby Bridges* by Robert Coles (1995)* *A Drop of Water: A Book of Science and Wonder*by Walter Wick (1997) *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4-5	*Alice's Adventures in Wonderland*by Lewis Carroll (1865) "Casey at the Bat" by Ernest Lawrence Thayer (1888 *The Black Stallion* by Walter Farley (1941) "Zlateh the Goat" by Isaac Bashevis Singer (1984) *Where the Mountain Meets* the Moon by Grace Lin (2009)	*Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992) *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) *A History of US* by Joy Hakim (2005) *Horses* by Seymour Simon (2006) *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note:

Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

* Read-aloud

** Read-along

[1] Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic

a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversation with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	1
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	**Introduction to the systems of the human body and associated body parts** *Under Your Skin:* Your Amazing Body by Mick Manning (2007) *Me and My Amazing Body* by Joan Sweeney (1999) *The Human Body* by Gallimard Jeunesse (2007) *The Busy Body Book* by Lizzy Rockwell (2008) *First Encyclopedia of the Human Body* by Fiona Chandler (2004) **Taking care of your body: Germs, diseases, and preventing illness** *Germs Make Me Sick* by Marilyn Berger (1995) *Tiny Life on Your Body* by Christine Taylor-Butler (2005) *Germ Stories* by Arthur Kornberg (2007) *All About Scabs* by GenichiroYagu (1998)