

English Now! A/B

Units 1, 2, and 3

Common Core Standards

Grade 1



BASIC LANGUAGE LESSONS

UNIT 1 - LESSONS 1-3, 5-8, 16-18, 20-23, 31-33, 35-38

UNIT 2 - LESSONS 1-3, 5-8, 16-19, 21-23, 31-34, 36-38

UNIT 3 - LESSONS 1-4, 6-8, 16-19, 21-23, 31-33, 36-38

OBJECTIVES

- ___ Did I follow and give commands?
- ___ Did I say the names of the objects?
- ___ Did I write words and sentences?
- ___ Did I read words and sentences?
- ___ Did I ask and answer questions? (**Unit 3**)

Speaking and Listening Standards (K-5)

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.
 - SL.1.1a Follow agreed-upon rules for discussions.
 - SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Lan.1.1a Print all upper- and lowercase letters.
 - Lan.1.1b Use common, proper, and possessive nouns.
 - Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Lan.1.2a Capitalize dates and names of people.
 - Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (K-5)

Production and Distribution of Writing

- WR.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.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Range of Writing

- CCR.1.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

GAME LESSONS

UNIT 1 - LESSONS 4, 9, 19, 24, 34, 39

UNIT 2 - LESSONS 4, 9, 20, 24, 35, 39

UNIT 3 - LESSONS 5, 9, 20, 24, 34, 39

OBJECTIVES

- ___ Did I follow and give commands?
- ___ Did I say the names of the objects?
- ___ Did I read the action words?
- ___ Did I say “Please,” “Thank you,” and “You’re welcome!”?

Speaking and Listening Standards (K-5)

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.
 - SL.1.1a Follow agreed-upon rules for discussions.
 - SL.1.1b Build on others’ talk in conversations by linking their comments to the remarks of others.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Lan.1.1a Print all upper- and lowercase letters.
 - Lan.1.1b Use common, proper, and possessive nouns.
 - Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Lan.1.2a Capitalize dates and names of people.
 - Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

ORAL COMPOSITION

UNIT 1 - LESSONS 10, 25, 40

UNIT 2 - LESSONS 10, 25, 40

UNIT 3 - LESSONS 10, 25, 40

OBJECTIVES

- ___ Did I listen attentively?
- ___ Did I identify the title and the title page?
- ___ Did I follow directions?
- ___ Did I speak in complete sentences?
- ___ Did I use other peoples' words to make my sentences longer?

Speaking and Listening Standards (K-5)

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.
 - SL.1.1a Follow agreed-upon rules for discussions.
 - SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Lan.1.1a Print all upper- and lowercase letters.
 - Lan.1.1b Use common, proper, and possessive nouns.
 - Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Lan.1.2a Capitalize dates and names of people.
 - Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (K-5)

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, setting, and major events in a story, using key details.

Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (K-5)

Production and Distribution of Writing

- WR.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.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Range of Writing

- CCR.1.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

WRITTEN COMPOSITION I

UNIT 1 - LESSONS 11, 26, 41

UNIT 2 - LESSONS 11, 26, 41

UNIT 3 - LESSONS 11, 26, 41

OBJECTIVES

- ___ Did I point to the title and the title page?
- ___ Did I make up sentences about the pictures?
- ___ Did I recast my sentences?
- ___ Did I help write the story?
- ___ Did I read the story aloud?

Speaking and Listening Standards (K-5)

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.
 - SL.1.1a Follow agreed-upon rules for discussions.
 - SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Lan.1.1a Print all upper- and lowercase letters.
 - Lan.1.1b Use common, proper, and possessive nouns.
 - Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Lan.1.2a Capitalize dates and names of people.
 - Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (K-5)

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, setting, and major events in a story, using key details.

Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (K-5)

Text Types and Purposes

- WR.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.

Production and Distribution of Writing

- WR.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.
- WR.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Production and Distribution of Writing

- CCR.1.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.1.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

WRITTEN COMPOSITION II

UNIT 1 - LESSONS 12, 27, 42

UNIT 2 - LESSONS 12, 27, 42

UNIT 3 - LESSONS 12, 27, 42

OBJECTIVES

- ___ Did I identify the authors?
- ___ Did I read the story with expression?
- ___ Did I read the words aloud?
- ___ Did I identify the capital letters and the periods?
- ___ Did I write my own story?
- ___ Did I speak in complete sentences?

Speaking and Listening Standards (K-5)

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.
- SL.1.1a Follow agreed-upon rules for discussions.
- SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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- Lan.1.2a Capitalize dates and names of people.
- Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
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- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (K-5)

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, setting, and major events in a story, using key details.

Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (K-5)

Text Types and Purposes

- WR.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.

Production and Distribution of Writing

- WR.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.
- WR.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Production and Distribution of Writing

- CCR.1.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.1.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

VOCALIZED READING

UNIT 1 - LESSONS 13, 28, 43

UNIT 2 - LESSONS 13, 28, 43

UNIT 3 - LESSONS 13, 28, 43

OBJECTIVES

- ___ Did I say the names of the letters?
- ___ Did I say the names of the objects?
- ___ Did I read the words aloud?
- ___ Did I identify the title and the author?
- ___ Did I read the story with expression?
- ___ Did I self-correct my errors while reading aloud?

Speaking and Listening Standards (K-5)

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.
- SL.1.1a Follow agreed-upon rules for discussions.
- SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.1.1a Print all upper- and lowercase letters.
- Lan.1.1b Use common, proper, and possessive nouns.
- Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.1.2a Capitalize dates and names of people.
- Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (K-5)

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, setting, and major events in a story, using key details.

Craft and Structure

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

READING COMPREHENSION I

UNIT 1 - LESSONS 14, 29, 44

UNIT 2 - LESSONS 14, 29, 44

UNIT 3 - LESSONS 14, 29, 44

OBJECTIVES

- ___ Did I speak in complete sentences?
- ___ Did I say the names of the letters?
- ___ Did I read aloud with expression?
- ___ Did I self-correct my errors while reading aloud?
- ___ Did I ask and answer questions about the story?

Speaking and Listening Standards (K-5)

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.
 - SL.1.1a Follow agreed-upon rules for discussions.
 - SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Lan.1.1a Print all upper- and lowercase letters.
 - Lan.1.1b Use common, proper, and possessive nouns.
 - Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Lan.1.2a Capitalize dates and names of people.
 - Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (K-5)

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, setting, and major events in a story, using key details.

Craft and Structure

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.

READING COMPREHENSION II

UNIT 1 - LESSONS 15, 30, 45

UNIT 2 - LESSONS 15, 30, 45

UNIT 3 - LESSONS 15, 30, 45

OBJECTIVES

- ___ Did I speak in complete sentences?
- ___ Did I read the words aloud?
- ___ Did I retell the story using many words?
- ___ Did I self-correct my errors while reading aloud?
- ___ Did I self-correct my errors while retelling the story? (**Unit 2** and **Unit 3**)

Speaking and Listening Standards (K-5)

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.
- SL.1.1a Follow agreed-upon rules for discussions.
- SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- SL.1.6 Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.1.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- CCR.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.1.1a Print all upper- and lowercase letters.
- Lan.1.1b Use common, proper, and possessive nouns.
- Lan.1.1c Use singular and plural nouns with matching verbs in basic sentences.
- Lan.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.1.2a Capitalize dates and names of people.
- Lan.1.2b Use end punctuation for sentences.

Language Standards (K-5) Continued

Vocabulary Acquisition and Use

- Lan.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.
- Lan.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- Lan.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Lan.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Lan.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*).

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards: Foundational Skills (K-5)

Print Concepts

- RFS.1.1 Demonstrate understanding of the organization and basic features of print.
- RFS.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RFS.1.1a Distinguish long from short vowel sounds in spoken single-syllable words.
- RFS.1.1b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RFS.1.1c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RFS.1.1d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RFS.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.1.4a Read on-level text with purpose and understanding.

Reading Standards: Foundational Skills (K-5) Continued

Fluency

- RFS.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RFS.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature (K-5)

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, setting, and major events in a story, using key details.

Craft and Structure

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

College and Career Readiness Anchor Standards for Reading (CCR) (K-5)

Key Ideas and Details

- CCR.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

- CCR.1.10 Read and comprehend complex literary and informational texts independently and proficiently.