

Language Arts Calendar

Grade 1

Weeks 1-3	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p>	<p>1.RL.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.</p> <p>1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>		<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.2a Distinguish long from short vowel sounds in spoken single syllable words.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3f Read words with inflectional endings.</p>	<p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>1.RI.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.</p> <p>1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules for discussions.</p> <p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.6 Use words and phrases acquired through conversations, reading and</p>	<p>1.W.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.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1d Use personal,</p>

			being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	possessive and indefinite pronouns. 1.L.2a Capitalize dates and names of people. 1.L.2b Use end punctuation for sentences. 1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Review and Maintenance---				
Week			1.L.5a	
Week				
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 4-6	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RL.1 Ask and answer questions about key details in a text.</p>		<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.W.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.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.2b Use end punctuation for sentences.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>1.RF.2d Segment spoken single-</p>	<p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently</p>	<p>1.W.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.</p>

	<p>syllable words into their complete sequence of individual sounds.</p> <p>1. RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>1.RF.3f Read words with inflectional endings.</p>		<p>occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5b 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).</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.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., <i>because</i>).</p>	<p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Review and Maintenance---				
Week	1.RF.2a		1.L.5a	
Weeks 1-3		1.RI.3, 1.RI.5, 1.RI.8		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 7-9	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2a Distinguish long from short vowel sounds in spoken single syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p>	<p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>		<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.W.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.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.2b Use end punctuation for sentences.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>1.RF.4a Read grade-level text with purpose and understanding.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.L.4b Use frequently occurring affixes as a clue</p>	<p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal</p>

	1.RF.3f Read words with inflectional endings.		<p>to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.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., <i>because</i>).</p>	<p>event order, and provide some sense of closure.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Review and Maintenance---				
Week	1. RF.3d		1.L.5a, 1.L.5b	
Weeks 1-3		1.RI.3, 1.RI.5, 1.RI.8		

Language Arts Calendar

Grade 1

Weeks 10-12	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	1.RF.3a Know the spelling-sound correspondences for	1.RL.10 With prompting and support, read prose and poetry of	1.L.4b Use frequently occurring affixes as a clue	1.W.1 Write opinion pieces in which they introduce the

	<p>common consonant digraphs. 1.RF.3c Know final –e and common vowel team conventions for representing long vowels. 1.RF.3f Read words with inflectional endings.</p>	<p>appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules for discussions.</p> <p>1.SL.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.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., <i>because</i>).</p>	<p>topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.W.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.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.2c Use commas in dates and to separate single words in a series.</p> <p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Review and Maintenance---				
Week	1.RF.2a, 1.RF.2c, 1.RF.2d		1.L.5a, 1.L.5b	
Weeks 7-9		1.RL.3, 1.RL.7		
Week				

Language Arts Calendar

Grade 1

Weeks 13-15	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.W.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.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.3f Read words with inflectional endings.</p>	<p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules</p>	<p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently</p>	<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and</p>

		<p>for discussions.</p> <p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.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., <i>because</i>).</p>	<p>provide some sense of closure.</p> <p>1.W.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.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.2c Use commas in dates and to separate single words in a series.</p> <p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Review and Maintenance---				
Week	1.RF.2a, 1.RF.2c, 1.RF.2d, 1.RF.3a, 1.RF.3c		1.L.5a, 1.L.5b	
Weeks 7-9		1.RL.3, 1.RL.7		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 16-18	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.8 Identify the reasons an author gives to support points in a text.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>1.RF.3f Read words with inflectional endings.</p>	<p>1.RL.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.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules for discussions.</p>	<p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that</p>	<p>1.W.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.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p>

		1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	are cozy) 1.L.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., <i>because</i>).	1.L1.b Use common, proper, and possessive nouns. 1.L.1d Use personal, possessive and indefinite pronouns. 1.L.1e Use verbs to convey a sense of past, present, and future. 1.L.2c Use commas in dates and to separate single words in a series. 1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Review and Maintenance---				
Week	1.RF.2a, 1.RF.2c, 1.RF.2d, 1.RF.3c		1.L.5a, 1.L.5b	
Weeks 10-15		1.RI.1, 1.RL.2, 1.RI.1, 1.RI.2		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 19-21	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.W.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.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
		<p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules for discussions.</p> <p>1.SL.1b Build on others' talk in</p>	<p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.6 Use words and</p>	<p>1.W.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</p>

		<p>conversations by responding to the comments of others through multiple exchanges.</p> <p>1.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>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>).</p>	<p>provide some sense of closure.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L.1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.1f Use frequently occurring adjectives.</p> <p>1.L.2c Use commas in dates and to separate single words in a series.</p>
Review and Maintenance---				
Week	1.RF.2a, 1.RF.3a, 1.RF.3f		1.L.5a, 1.L.5b	1.SL.5, 1.L.2e
Weeks		1.RL.5, 1.RI.7		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 22-24	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
		<p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules</p>	<p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.6 Use words and phrases acquired through conversations, reading and</p>	<p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L.1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal,</p>

		for discussions. 1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	possessive and indefinite pronouns. 1.L.1f Use frequently occurring adjectives. 1.L.2c Use commas in dates and to separate single words in a series.
Review and Maintenance---				
Week	1.RF.2a, 1.RF.3f		1.L.5a, 1.L.5b	1.SL.5, 1.L.2e
Weeks 19-21		1.RF.4c, 1.RI.4		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 25-27	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.1f Use frequently occurring adjectives.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.3f Read words with inflectional endings.</p>	<p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules for discussions.</p> <p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1.RF.4b Read grade-level prose and</p>	<p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that</p>	<p>1.W.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.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p>

		poetry orally with accuracy, appropriate rate, and expression on successive readings.	are cozy) 1.L.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., <i>because</i>).	1.L1.b Use common, proper, and possessive nouns. 1.L.1d Use personal, possessive and indefinite pronouns. 1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.L.2c Use commas in dates and to separate single words in a series.
Review and Maintenance---				
Week	1.RF.2a		1.L.5a, 1.L.5b	1.L.2e
Weeks 1-3		1.RI.5, 1.RL.5		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 28-30	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.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.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.1f Use frequently occurring adjectives.</p> <p>1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.2a Capitalize dates and</p>

				<p>names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
		<p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.SL.1a Follow agreed-upon rules for discussions.</p> <p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>1.L.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., <i>because</i>).</p>	<p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.1g Use frequently occurring conjunctions.</p> <p>1.L.2c Use commas in dates and to separate single words in a series.</p>
Review and Maintenance---				
Week	1.RF.2a, 1.RF.3f		1.L.5a, 1.L.5b	1.SL.5, 1.L.2e
Weeks 10-12		1.RI.6		
Week				
Week				

Language Arts Calendar

Grade 1

Weeks 31-33	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.W.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.</p> <p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.1f Use frequently occurring adjectives.</p> <p>1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently</p>

				occurring irregular words.
	Supporting Indicators----addressed (not necessarily assessed)			
	1.RF.3f Read words with inflectional endings.	<p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.5d 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.</p> <p>1.L.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).</p>	<p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>1.L.1g Use frequently occurring conjunctions.</p> <p>1.L.2c Use commas in dates and to separate single words in a series.</p>
Review and Maintenance---				
Week	1.RF.2a, 1.RF.3a		1.L.5a, 1.L.5b	1.SL.5, 1.L.2e
Week 1		1.RL.2		
Week				

Language Arts Calendar

Grade 1

Weeks 34-36	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators----addressed and assessed			
	<p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2b Orally produce single syllable words by blending sounds, including consonant blends.</p> <p>1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>		<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.L.1a Print all upper and lowercase letters.</p> <p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>1.L.1f Use frequently occurring adjectives.</p> <p>1.L.1g Use frequently occurring conjunctions.</p> <p>1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
	Supporting Indicators----addressed (not necessarily assessed)			
	<p>1.RF.3f Read words with inflectional endings.</p>	<p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently</p>	<p>1.W.7 Participate in shared research and writing projects.</p> <p>1.W.8 With guidance and support from adults, recall</p>

			<p>occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1.L.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>1.L.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., <i>because</i>).</p>	<p>information from experiences or gather information from provided sources to answer a question.</p> <p>1. SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>1.L1.b Use common, proper, and possessive nouns.</p> <p>1.L.1d Use personal, possessive and indefinite pronouns.</p> <p>? 1.L.1h Use determiners.</p> <p>? 1.L.1i Use frequently occurring prepositions.</p> <p>1.L.2c Use commas in dates and to separate single words in a series.</p>
Review and Maintenance---				
Week	1.RF.2a, 1.RF.2c, 1.RF.2d		1.L.5a, 1.L.5b	1.SL.5, 1.L.2e
Week				
Week				
Week				