

COMMON CORE Standards Plus®



Language Arts Grade 1 Teacher Edition



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What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

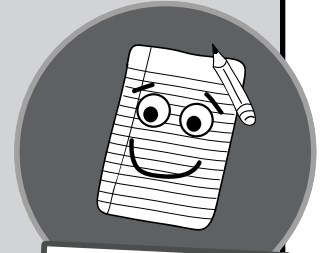
Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons.

Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



Integrated Projects

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Delivering the Daily Lessons

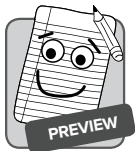


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

- 1. Project the student lesson**
- 2. Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
- 3. Read the Introduction** provided in the Teacher Edition or provide your own.
- 4. Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
- 5. Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
- 6. Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
- 7. Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
- 8. Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

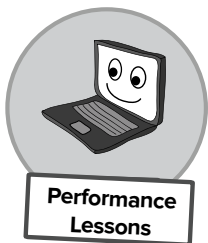
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Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

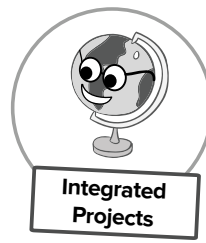
Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

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Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides a logical progression of the skills and concepts to support mastery of the grade level standards.

Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Reading Foundational Skills L1-4, E1	RF.1.1a	28-37	1-2
	<i>Performance Lesson 1 – Sentences*</i>	RF.1.1a	38-39	3
2	Capitalization L1-4, E1	L.1.2a	110-119	1-2
3	Punctuation L1-4, E1	L.1.2b, c	124-133	1-2
4	Grammar & Usage L1-4, E1	L.1.1b	170-179	1-2
5	Reading Foundational Skills L5-8, E2	RF.1.2a, b	40-49	1-2
6	Reading Foundational Skills L9-12, E3	RF.1.2c, d	50-59	1-2
	<i>Performance Lesson 2 – Sound It Out*</i>	RF.1.2, RF.1.2a-d	60-62	3
7	Reading Foundational Skills L13-16, E4	RF.1.3a, b	64-73	1-2
8	Reading Foundational Skills L17-20, E5	RF.1.3c, d	74-83	1-2
9	Vocabulary Acquisition & Use L1-4, E1	L.1.4a	270-279	1-2
10	Reading Literature L1-4, E1	RL.1.1, RL.1.2	320-329	1-2
11	Reading Literature L5-8, E2	RL.1.3, RL.1.4	330-339	1-2
12	Reading Literature L13-16, E4	RL.1.7, RL.1.9	354-363	1-2
	<i>Performance Lesson 9 – Character Story*</i>	RL.1.7, RL.1.9	364-369	3
13	Writing – Narrative L1-4, E1	W.1.3	472-481	1-2
	<i>Performance Lesson 10 – Write a Story*</i>	W.1.3	482-486	3
14	Grammar & Usage L5-8, E2	L.1.1c	180-189	1-2
15	Grammar & Usage L9-12, E3	L.1.1d	190-199	1-2
16	Grammar & Usage L13-16, E4	L.1.1e	200-209	1-2
17	Vocabulary Acquisition & Use L5-8, E2	L.1.4b, c	280-289	1-2
18	Vocabulary Acquisition & Use L9-12, E3	L.1.5a, b	290-299	1-2
19	Vocabulary Acquisition & Use L13-16, E4	L.1.5c, d	300-309	1-2
	<i>Performance Lesson 7 – What Does It Mean*</i>	L.1.4, L.1.4a-c, L.1.5, L.1.5a-d	310-314	3
20	Reading Literature L9-12, E3	RL.1.5, RL.1.6	340-349	1-2
	<i>Performance Lesson 8 – All About Stories*</i>	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6	350-352	3
21	Reading Informational Text L1-4, E1	RI.1.1, RI.1.2	406-415	1-2
22	Reading Informational Text L5-8, E2	RI.1.3	416-425	1-2
	<i>Performance Lesson 11 – How It Fits Together*</i>	RI.1.1, RI.1.2, RI.1.3	426-431	3
23	Writing L1-4, E1	W.1.2	472-481	1-2
	<i>Performance Lesson 13 – Teach Me*</i>	W.1.2	482-486	3
24	Reading Foundational Skills L21-24, E6	RF.1.3e, f	84-93	1-2
25	Reading Foundational Skills L25-28, E7	RF.1.3g	94-103	1-2
	<i>Performance Lesson 3 – Words, Words, Words*</i>	RF.1.3, RF.1.3a-g	104-106	3
26	Grammar & Usage L17-20, E5	L.1.1f, g	210-219	1-2
27	Grammar & Usage L21-24, E6	L.1.1h, i	220-229	1-2
	<i>Performance Lesson 5 – Parts of Speech*</i>	L.1.1, L.1.1a-i	230-235	3



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

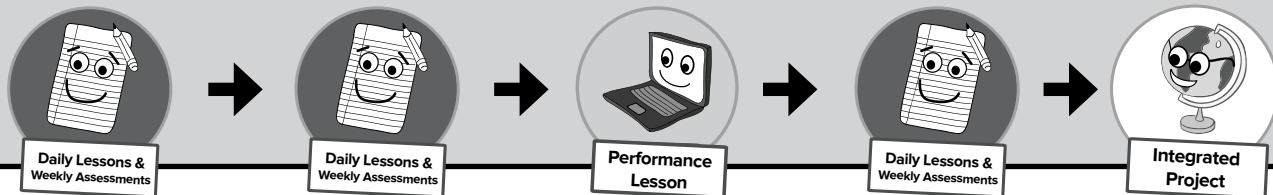
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Suggested Pacing Continued

Suggested Pacing Guide Continued

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
28	Grammar & Usage L25-28, E7	L.1.1j	236-245	1-2
	<i>Performance Lesson 6 – What’s Your Type?*</i>	L.1.1j	246-249	3
29	Reading Informational Text L9-12, E3	RI.1.4, RI.1.5	432-441	1-2
30	Reading Informational Text L13-16, E4	RI.1.6, RI.1.7	442-451	1-2
31	Reading Informational Text L17-20, E5	RI.1.8, RI.1.9	452-461	1-2
	<i>Performance Lesson 12 – Getting the Big Ideas*</i>	RI.1.4-RI.1.9	462-466	3
32	Writing L5-8, E2	W.1.1	488-497	1-2
	<i>Performance Lesson 14 – What Do You Think?*</i>	W.1.3	498-501	3
33	Spelling L1-4, E1	L.1.2e	140-149	1-2
34	Spelling L5-8, E2	L.1.2d	150-159	1-2
	<i>Performance Lesson 4 – Writing Correct Sentences*</i>	L.1.2, L.1.2a-e	160-161	3

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here’s How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

Week	Monday	Tuesday	Wednesday	Thursday	Friday
22	<i>Vocabulary Acquisition & Use Lesson 13</i>	<i>Vocabulary Acquisition & Use Lesson 14</i>	<i>Vocabulary Acquisition & Use Lesson 15</i>	<i>Vocabulary Acquisition & Use Lesson 16</i>	<i>Vocabulary Acquisition & Use Evaluation 4</i>
	<i>Performance Lesson 7: What Does It Mean?</i>				
	<i>Project Component: Describing a Book Character</i>				



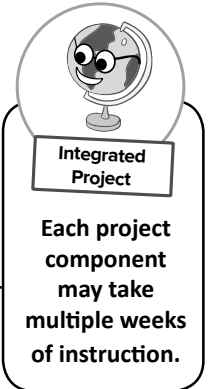
This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

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Project-Based Learning Pacing

18-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Reading Found. Skills 1-4, E1 / <i>*Performance Lesson 1</i>	<i>Integrated Project #1</i> <i>Rules Every 1st Grader Should Know</i>
2	Reading Foundational Skills 5-8, E2	
3	Reading Found. Skills 9-12, E3 / <i>*Performance Lesson 2</i>	
4	Reading Foundational Skills 13-16, E4	
5	Reading Foundational Skills 17-20, E5	
6	Reading Foundational Skills 21-24, E6	Reading Rules Review
7	Reading Found. Skills 25-28, E7 / <i>*Performance Lesson 3</i>	Reading Rules Review
8	Capitalization 1-4, E1	
9	Punctuation 1-4, E1	
10	Spelling 1-4, E1	
11	Spelling 5-8, E2 / <i>*Performance Lesson 4</i>	Writing and Speaking Rules Review
12	Grammar & Usage 1-4, E1	Writing and Speaking Rules Review
13	Grammar & Usage 5-8, E2	Layout for a Book Page
14	Grammar & Usage 9-12, E3	Assigning the Pages
15	Grammar & Usage 13-16, E4	Making the Pages
16	Grammar & Usage 17-20, E5	Making the Pages
17	Grammar & Usage 21-24, E6 / <i>*Performance Lesson 5</i>	Sharing the Book
18	Grammar & Usage 25-28, E7 / <i>*Performance Lesson 6</i>	Sharing the Book



9-Week PBL Plan

19	Vocabulary Acquisition & Use 1-4, E1	<i>Integrated Project #2</i> <i>Who's That?</i>
20	Vocabulary Acquisition & Use 5-8, E2	
21	Vocabulary Acquisition & Use 9-12, E3	Who is Your Favorite Book Character?
22	Vocab. Acquisition & Use 13-16, E4 / <i>*Performance Lesson 7</i>	Describing a Book Character
23	Reading Literature 1-4, E1	Writing the Description
24	Reading Literature 5-8, E2	Writing the Description
25	Reading Literature 9-12, E3 / <i>*Performance Lesson 8</i>	Illustrating the Character
26	Reading Literature 13-16, E4 / <i>*Performance Lesson 9</i>	Illustrating the Character
27	Writing – Narrative 1-4, E1 / <i>*Performance Lesson 10</i>	Sharing in Small Groups



7-Week PBL Plan

28	Reading Informational Text 1-4, E1	<i>Integrated Project #3</i> <i>In the Library</i>
29	Reading Info. Text 5-8, E2 / <i>*Performance Lesson 11</i>	
30	Reading Informational Text 9-12, E3	Visiting the Library
31	Reading Informational Text 13-16, E4	Drawing and Describing the Library
32	Reading Info. Text 17-20, E5 / <i>*Performance Lesson 12</i>	Labeling Parts of the Library
33	Writing – Inform./Explan. 1-4, E1 / <i>*Performance Lesson 13</i>	Creating a Poster
34	Writing – Opinion 5-8, E2 / <i>*Performance Lesson 14</i>	Writing Opinion Sentences
		Presenting the Poster and Sentences

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Foundational Skills (Reading Foundational Skills: Standards RF.1.1a, RF.1.2a-d, RF.1.3a-g)	1	Features of a Sentence	RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	28	3	1-2	
	2	Features of a Sentence		30	4		
	3	Features of a Sentence		32	5		
	4	Features of a Sentence		34	6		
	E1	Evaluation – Features of a Sentence		36	7		
	P1	Performance Lesson – Reading Foundational Skills – Sentences (RF.1.1a)			38	9	3
	5	Vowel Sounds	RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words.	40	10	1-2	
	6	Vowel Sounds		42	11		
	7	Oral Blending	RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	44	12		
	8	Oral Blending		46	13		
	E2	Evaluation – Vowel Sounds and Oral Blending	RF.1.2a, RF.1.2b	48	14		
	9	Initial Sound	RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	50	15	1-2	
	10	Final Sound		52	16		
	11	Medial Vowel Sound		54	17		
	12	Segmenting Spoken Words		56	18		
	E3	Evaluation – Segment Single-Syllable Words	RF.1.2c, RF.1.2d	58	19		
	P2	Performance Lesson – Reading Foundational Skills – Sound It Out! (RF.1.2, RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d)			60	21	3
	13	Consonant Digraphs	RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs.	64	23	1-2	
	14	Consonant Digraphs		66	24		
	15	Regularly Spelled One-Syllable Words	RF.1.3b: Decode regularly spelled one-syllable words.	68	25		
16	Regularly Spelled One-Syllable Words	70		26			
E4	Evaluation – Decode and Spell One-Syllable Words	RF.1.3a, RF.1.3b	72	27			
17	Final –e	RF.1.3c: Know final –e and common vowel team conventions for representing long vowel sounds.	74	29	1-2		
18	Common Long Vowel Teams		76	30			
19	Common Long Vowel Teams		78	31			
20	Syllables in Printed Words	RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	80	32			
E5	Evaluation – Vowel Teams and Vowels in Syllables	RF1.3c, RF.1.3d	82	33			

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Reading Foundational Skills (Reading Foundational Skills Standards: RF.1.1a, RF.1.2a-d, RF.1.3a-g)	21	Decoding Two-Syllable Words	RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables.	84	35	1-2
	22	Inflectional Ending <i>-ed</i>	RF.1.3f: Read words with inflectional endings.	86	36	
	23	Inflectional Ending <i>-ing</i>		88	37	
	24	Inflectional Ending <i>-s</i>		90	38	
	E6	Evaluation – Two-Syllable Words and Inflectional Endings	RF.1.3e, RF.1.3f	92	39	
	25	Irregularly Spelled Words	RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.	94	41	1-2
	26	Irregularly Spelled Words		96	42	
	27	Irregularly Spelled Words		98	43	
	28	Irregularly Spelled Words		100	44	
	E7	Evaluation – Irregularly Spelled Words		102	45	
P3	Performance Lesson – Reading Foundational Skills – <i>Words, Words, Words</i> (RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g)		104	47-48	3	
Capitalization (Language Standard L.1.2a)	1	Names	L.1.2a: Capitalize dates and names of people.	110	49	1-2
	2	Names		112	50	
	3	Dates		114	51	
	4	Dates		116	52	
	E1	Evaluation-Names and Dates		118	53	
Punctuation (Language Standards: L.1.2b-c)	1	End Punctuation	L.1.2b: Use end punctuation for sentences.	124	55	1-2
	2	End Punctuation		126	56	
	3	Commas in a Series	L.1.2c: Use commas in dates and to separate single words in a series.	128	57	
	4	Commas in Dates		130	58	
	E1	Evaluation – End Punctuation, Commas	L.1.2b, L.1.2c	132	59	
Spelling (Language Standards: L.1.2d-e)	1	Spell Untaught Words Phonetically	L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	140	61	1-2
	2	Spell Untaught Words Phonetically		142	62	
	3	Spell Untaught Words Phonetically		144	63	
	4	Spell Untaught Words Phonetically		146	64	
	E1	Evaluation – Spell Untaught Words Phonetically		148	65	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Spelling (Language Standards: L.1.2d-e)	5	Common Spelling Patterns & Irregular Words	L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	150	67	1-2
	6	Common Spelling Patterns & Irregular Words		152	68	
	7	Common Spelling Patterns & Irregular Words		154	69	
	8	Common Spelling Patterns & Irregular Words		156	70	
	E2	Evaluation – Common Spelling Patterns and Irregular Words		158	71	
	P4	Performance Lesson – Capitalization/Punctuation – Writing Correct Sentences (L.1.2, L.1.2a, L.1.2b, L.1.2c, L.1.2d, L.1.2e)		160	73	
Grammar and Usage (Language Standards: L.1.1b-j)	1	Common Nouns	L.1.1b: Use common, proper, and possessive nouns.	170	74	1-2
	2	Proper Nouns		172	75	
	3	Possessive Nouns		174	76	
	4	Nouns – Common, Proper, and Possessive		176	77	
	E1	Evaluation – Common, Proper, and Possessive		178	78	
	5	Nouns and Verbs	L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	180	79	1-2
	6	Plural Nouns		182	80	
	7	Noun and Verb Agreement		184	81	
	8	Noun and Verb Agreement		186	82	
	E2	Evaluations – Nouns and Verbs		188	83	
	9	Personal Pronouns	L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	190	85	1-2
	10	Possessive Pronouns		192	86	
	11	Indefinite Pronouns		194	87	
	12	Personal, Possessive, and Indefinite Pronouns		196	88	
	E3	Evaluation – Personal, Possessive, and Indefinite Pronouns		198	89	
13	Verbs – Past, Present, and Future Tense	L.1.1e: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I <i>walked</i> home; Today I <i>walk</i> home; Tomorrow I <i>will walk</i> home).	200	91	1-2	
14	Verbs – Past, Present, and Future Tense		202	92		
15	Verbs – Past, Present, and Future Tense		204	93		
16	Verbs – Past, Present, and Future Tense		206	94		
E4	Evaluation – Verbs – Past, Present, and Future Tense		208	95		

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Grammar and Usage (Language Standards: L.1.1b-j)	17	Adjectives	L.1.1f: Use frequently occurring adjectives.	210	97	1-2	
	18	Adjectives		212	98		
	19	Conjunctions	L.1.1g: Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	214	99		
	20	Conjunctions		216	100		
	E5	Evaluation – Adjectives and Conjunctions		218	101		
	21	Articles	L.1.1h: Use determiners (e.g., articles, demonstratives).	220	103	1-2	
	22	Demonstratives		222	104		
	23	Prepositions	L.1.1i: Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	224	105		
	24	Prepositions		226	106		
	E6	Evaluation – Determiners and Prepositions		228	107		
	P5	Performance Lesson – Grammar and Usage – <i>Parts of Speech</i> (L.1.1, L.1.1a, L.1.1b, L.1.1c, L.1.1d, L.1.1e, L.1.1f, L.1.1g, L.1.1h, L.1.1i)			230	109-112	3
	25	Simple and Compound Declarative Sentences	L.1.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	236	113	1-2	
	26	Simple Interrogative Sentences		238	114		
	27	Simple and Compound Imperative Sentences		240	115		
	28	Simple and Compound Exclamatory Sentences		242	116		
	E7	Evaluation – Sentence Types		244	117		
	P6	Performance Lesson – Grammar and Usage – <i>What’s Your Type? (L.1.1j)</i>			246	119-120	3
	Integrated Project #1: <i>Rules Every First Grader Should Know</i> (RF.1.1, RF.1.1a, RF.1.2, RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g, W.1.7, SL.1.1, SL.1.4, SL.1.5, L.1.1, L.1.1a, L.1.1b, L.1.1c, L.1.1d, L.1.1e, L.1.1f, L.1.1g, L.1.1h, L.1.1i, L.1.1j, L.1.2, L.1.2a, L.1.2b, L.1.2c, L.1.2d, L.1.2e, L.1.6)				253	121-125	4
Prerequisite Common Core Standards Plus Strands: Reading Foundational Skills, Capitalization, Punctuation, Spelling, and Grammar & Usage							
Product: The class will work together to make a book of reading, writing, and speaking rules.							
Overview: In this project, the students will work in groups and as a whole class to create a book of the rules for reading, writing, and speaking that are expected of first grade students. Since this is a learning activity, all components will be completed in class.							

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Vocabulary Acquisition and Use (Language Standards: L.1.4a-c, L.1.5a-d)	1	Use Context for Meaning	L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	270	126	1-2
	2	Use Context for Meaning		272	127	
	3	Use Context for Meaning		274	128	
	4	Use Context for Meaning		276	129	
	E1	Evaluation – Use Context for Meaning		278	130	
	5	Affixes as Clues for Word Meaning	L.1.4b: Use frequently occurring affixes as a clue to the meaning of a word.	280	131	1-2
	6	Affixes as Clues for Word Meaning		282	132	
	7	Identify Root Words: Inflectional Form	L.1.4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	284	133	
	8	Identify Root Words: Inflectional Form		286	134	
	E2	Evaluation – Affixes and Root Words	L.1.4b, L.1.4c	288	135	
	9	Sort Words into Categories	L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	290	137	1-2
	10	Sort Words into Categories		292	138	
	11	Define Words by Categories and Attributes	L.1.5.b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	294	139	
	12	Define Words by Categories and Attributes		296	140	
	E3	Evaluation – Categories and Attributes of Words	L.1.5a, L.1.5b	298	141	
	13	Identify Real-Life Connections	L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy).	300	143	1-2
14	Identify Real-Life Connections	302		144		
15	Distinguish Shades of Meaning-Verbs	L.1.5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek,...</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	304	145		
16	Distinguish Shades of Meaning-Adjectives		306	146		
E4	Evaluation – Identify Real-Life Connections & Shades of Meaning	L.1.5c, L.1.5.d	308	147		
P7	Performance Lesson – Vocabulary Acquisition and Use – <i>What Does It Mean?</i> (L.1.4, L.1.4a, L.1.4b, L.1.4c, L.1.5, L.1.5a, L.1.5b, L.1.5c, L.1.5d)			310	149-151	3
Reading Literature (Reading Literature Standards: RL.1.1-RL.1.7, RL.1.9)	1	Key Details	RL.1.1: Ask and answer questions about key details in a text.	320	152	1-2
	2	Key Details		322	153	
	3	Key Details and Central Message	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	324	154	
	4	Key Details and Central Message		326	155	
	E1	Evaluation – Key Details and Central Message	RL.1.1, RL.1.2	328	156	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Literature (Reading Literature Standards: RL.1.1-RL.1.7, RL.1.9)	5	Character, Setting, Major Events	RL.1.3: Describe characters, settings, and major events in a story, using key details.	330	157	1-2	
	6	Character, Setting, Major Events		332	158		
	7	Sensory Language	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	334	159		
	8	Sensory Language		336	160		
	E2	Evaluation – Character, Setting, Major Events, and Sensory Language	RL.1.3, RL.1.4	338	161		
	9	Differences Between Narrative and Informational Text	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.	340	163	1-2	
	10	Differences Between Narrative and Informational Text		342	164		
	11	Differences Between Narrative and Informational Text	RL.1.6: Identify who is telling the story at various points in the text.	344	165		
	12	Differences Between Narrative and Informational Text		346	166		
	E3	Evaluation – Narrative and Informational Text	RL.1.5, RL.1.6	348	167		
P8	Performance Lesson – All About Stories (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6)			350	169	3	
Writing – Narrative (Writing Standards: W.1.3)	13	Illustrations and Details	RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.	354	171	1-2	
	14	Illustrations and Details		356	172		
	15	Compare and Contrast Characters	RL.1.9: Compare and contrast the adventures and experiences of characters in stories.	358	173		
	16	Compare and Contrast Characters		360	174		
	E4	Evaluation – Features of Literature	RL.1.7, RL.1.9	362	175		
	P9	Performance Lesson – Character Study (RL.1.7, RL.1.9)			364	177-181	3
	1	Characters and Setting	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.	374	182	1-2	
	2	Adding Events		376	183		
3	Time Order Words	378		184			
4	Narrative	380		185			
E1	Evaluation – Narrative Writing	382		186			
P10	Performance Lesson – Write a Story (W.1.3)			384	187-188	3	
Integrated Project #2: Who's That? (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, W.1.3, W.1.5, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, L.1.1, L.1.2, L.1.4, L.1.4a, L.1.4b, L.1.4c, L.1.5, L.1.5a, L.1.5b, L.1.5c, L.1.5d, L.1.6)				391	189-190	4	
Prerequisite Common Core Standards Plus Strands: Vocabulary Acquisition and Use, Reading Literature, and Writing Narrative							
Product: A description and illustration of their favorite book character.							
Overview: In this project, the students will write a description of their favorite book character. They will each provide an illustration of the character and share their descriptions and illustrations in small groups. Since this is a learning activity, all components will be completed in class.							

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Informational Text (Reading Informational Text Standards: RI.1.1 – RI.1.9)	1	Key Details	RI.1.1: Ask and answer questions about key details in a text.	406	191	1-2	
	2	Key Details		408	192		
	3	Main Topic and Key Details	RI.1.2: Identify the main topic and retell key details of a text.	410	193		
	4	Main Topic and Key Details		412	194		
	E1	Evaluation – Key Details and Main Topic	RI.1.1, RI.1.2	414	195		
	5	Connections	RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	416	197	1-2	
	6	Connections		418	198		
	7	Connections		420	199		
	8	Connections		422	200		
	E2	Evaluation – Describing Connections		424	201		
	P11	Performance Lesson – <i>How It Fits Together (RI.1.1, RI.1.2, RI.1.3)</i>			426	203-206	3
	9	Finding and Clarifying Word Meanings	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	432	207	1-2	
	10	Finding and Clarifying Word Meanings		434	208		
	11	Text Features	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.	436	209		
	12	Text Features		438	210		
	E3	Evaluation – Using Text Features	RI.1.4, RI.1.5	440	211		
	13	Using Pictures and Text	RI.1.6: Distinguish between information provided by pictures or other illustrations and information by the words in a text.	442	213	1-2	
	14	Using Illustrations and Details	RI.1.7: Use the illustrations and details in a text to describe its key ideas.	444	214		
	15	Key Details		446	215		
	16	Describe Key Details Using Pictures and Text		448	216		
	E4	Evaluation – Describe Key Details Using Illustrations and Details	RI.1.6, RI.1.7	450	217		
	17	Finding Reasons in Text	RI.1.8: Identify the reasons an author gives to support points in a text.	452	219	1-2	
	18	Supporting Points in Text		454	220		
	19	Compare/Contrast	RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	456	221		
20	Compare/Contrast	458		222			
E5	Evaluation – Author’s Reasons and Compare/ Contrast	RI.1.8, RI.1.9	460	223			
P12	Performance Lesson – <i>Getting the Big Ideas (RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9)</i>			462	225-227	3	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Writing (Writing Standards: W.1.1 – W.1.2)	1	Informative/Explanatory Writing	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.	472	229	1-2	
	2	Topic Sentence		474	230		
	3	Key Details or Facts		476	231		
	4	Closing Statement		478	232		
	E1	Evaluation – Informative/Explanatory Writing		480	233		
	P13	Performance Lesson – Teach Me (W.1.2)		482	235-238	3	
	5	Characteristics of Opinion Writing	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.	488	239	1-2	
	6	Opinion Statement		490	240		
	7	Reasons		492	241		
	8	Closing Statement		494	242		
	E2	Evaluation – Writing Opinion Pieces		496	243		
	P14	Performance Lesson – What Do You Think? (W.1.3)		498	245-246	3	
	Integrated Project #3: <i>In the Library</i> (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, W.1.1, W.1.2, W.1.5, W.1.6, W.1.8, SL.1.1, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.6)				505	247	4
	Prerequisite Common Core Standards Plus Strands: Reading Informational Text, Writing Informative-Explanatory, and Writing Opinion						
Product: A poster of a library with all of the parts labeled, and two or more sentences telling why the library is important. They will present their posters and sentences to the class.							
Overview: In this project, the students will design and draw a picture of a library. They will label the parts of the library (books, shelves, tables, computers, etc.). They will write two or more opinion sentences that tell why the library is important. They will present their posters and sentences to the class. Since this is a learning activity, all components will be completed in class.							