

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style
INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics
INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
-----------	----	---

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 01: Introduction to Pre-Writing, p. 29-39

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

INDICATOR / STANDARD	A.	Isolate sounds in four and five phoneme words.
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	E.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR / STANDARD	1.LU.2.	Mechanics
----------------------	---------	-----------

INDICATOR C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
-------------------	------	---

INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
----------------------	--------	---

INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
-----------	----	--

PROGRESS INDICATOR i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
-------------------	------	---

INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
----------------------	--------	------------------------------------

INDICATOR C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

INDICATOR D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.

Week 02: Pre-Writing, p. 41-47

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
-------------------	----------	---

INDICATOR / STANDARD B. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).

INDICATOR / STANDARD C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
-----------	----	---

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
-------------------	-------	--

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
----------------------	---------	----------------------------

INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
-----------	----	---

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fairy tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting

INDICATOR A. Use functional pencil grasp for letter formation.

INDICATOR B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.2.	Spelling

INDICATOR D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

INDICATOR C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 03: Pre-Writing, p. 49-55

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.

INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting
INDICATOR	A.	Use functional pencil grasp for letter formation.
INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.2.	Spelling

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas

INDICATOR C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 04: Pre-Writing, p. 57-63

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STANDARD / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
-------------------	----------	---

INDICATOR / STANDARD B. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).

INDICATOR / STANDARD C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STANDARD / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD C. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STANDARD / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STANDARD / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.
-----------	----	--

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting

INDICATOR	A.	Use functional pencil grasp for letter formation.
INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar
INDICATOR	B.	For regular plural nouns orally by adding 's' or 'es' sound.
INDICATOR	C.	Use personal and possessive pronouns to represent nouns.
INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 05: Pre-Writing, p. 65-71

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC Reading Literary Text

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
------------------------------	-----------------	---

INDICATOR /
STANDARD

C.

Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
------------------------------	---------------	--

INDICATOR /
STANDARD

C.

With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR /
STANDARD

D.

Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

B.

Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.

INDICATOR

D.

Use vocabulary across content areas.

INDICATOR

F.

Distinguish shades of meaning among verbs and adjectives.

INDICATOR

H.

Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR

I.

Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR

A.

Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fairy tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.
-----------	----	--

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
--------------------	-----	--

STRAND / TOPIC

Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR	B.	For regular plural nouns orally by adding 's' or 'es' sound.
-----------	----	--

INDICATOR	C.	Use personal and possessive pronouns to represent nouns.
-----------	----	--

INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
-----------	----	--

STRAND / TOPIC

Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
-----------	----	---

INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
-----------	----	---

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
INDICATOR	D.	Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.

Week 07: Pre-Writing, p. 81-87

Virginia Standards of Learning**Language Arts**

Grade 1 - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
INDICATOR	D.	Use vocabulary across content areas.

INDICATOR	E.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting
INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
-------------------	----------	---

INDICATOR / STANDARD	A.	Isolate sounds in four and five phoneme words.
----------------------	----	--

INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).
----------------------	----	--

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting

INDICATOR B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 10: Unit 2 Writing from Notes, p. 109-115

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.

INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting
INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

Week 11: Unit 2 Writing from Notes, p. 117-123

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	A.	Isolate sounds in four and five phoneme words.
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting
INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.

INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.1.	Handwriting
INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics
INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
INDICATOR	D.	Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.

Week 13: Unit 2 Writing from Notes, p. 133-139

Virginia Standards of Learning**Language Arts**

Grade 1 - Adopted: 2024

STRAND / TOPIC**Foundations for Reading**

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC**Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR	B.	Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.
STRAND / TOPIC		Writing
STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar
INDICATOR	C.	Use personal and possessive pronouns to represent nouns.
INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics
INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC	Foundations for Reading	
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.

INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
--------------------------	-----------------	---

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
--------------------------	---------------	--

INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
----------------------	----	---

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
--------------------------	--------------	--

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
-----------------------------	----------------	---

INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
-----------	----	---

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
--------------------------	--------------	---

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
-----------------------------	----------------	-----------------------------------

INDICATOR B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
--------------------------	--------------	---

INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
-----------------------------	----------------	--------------------------------

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
--------------------------	--------------	--

INDICATOR / STANDARD	1.RI.2.	Craft and Style
-----------------------------	----------------	------------------------

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC **Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
--------------------------	-------------	---

INDICATOR / STANDARD	1.W.2.	Organization and Composition
-----------------------------	---------------	-------------------------------------

INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
------------------	-----------	---

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
--------------------------	--------------	---

INDICATOR / STANDARD	1.LU.1.	Grammar
-----------------------------	----------------	----------------

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
--------------------------	--------------	---

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
--------------------------	-----------------	---

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
--------------------------	---------------	--

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
--------------------------	--------------	--

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
-----------------------------	----------------	---

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
--------------------------	--------------	---

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
-----------------------------	----------------	-----------------------------------

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
--------------------------	--------------	---

INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
-----------------------------	----------------	--------------------------------

INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style
INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.
STRAND / TOPIC		Writing
STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar
INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics
INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
-------------------	------	---

INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
----------------------	--------	------------------------------------

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
-------------------	----------	---

INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
----------------------	----	---

INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).
----------------------	----	--

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
-------------------	-------	--

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
----------------------	---------	----------------------------

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
-------------------	-------	--

INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
----------------------	---------	-------------------------

INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.
-----------	----	--

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RI.2.	Craft and Style
----------------------	---------	-----------------

INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.
STRAND / TOPIC		Writing
STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar
INDICATOR	C.	Use personal and possessive pronouns to represent nouns.
INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics
INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC	Foundations for Reading	
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Identify the main idea and supporting details of a text.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style
INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.1.	Modes and Purposes for Writing

INDICATOR D. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

STRAND / TOPIC

Research

STANDARD / STRAND	1.R.	The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.
INDICATOR / STANDARD	1.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Locate and collect information related to the given topic from pictures, texts, people, or provided sources.
-----------	----	--

INDICATOR	C.	Use templates to organize the information collected (e.g., charts, graphs).
-----------	----	---

INDICATOR	D.	Use drawing, writing, or dictation to record facts and information collected from research.
-----------	----	---

Week 19: Unit 4 Summarizing a Reference, p. 1870193

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD	1.RI.1.	Key Ideas and Confirming Details
-----------------------------	----------------	---

INDICATOR B. Identify the main idea and supporting details of a text.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
--------------------------	--------------	--

INDICATOR / STANDARD	1.RI.2.	Craft and Style
-----------------------------	----------------	------------------------

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
--------------------------	---------------	--

INDICATOR / STANDARD	1.FFW.2.	Spelling
-----------------------------	-----------------	-----------------

INDICATOR D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC **Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
--------------------------	-------------	---

INDICATOR / STANDARD	1.W.2.	Organization and Composition
-----------------------------	---------------	-------------------------------------

INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
------------------	-----------	---

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
--------------------------	--------------	---

INDICATOR / STANDARD	1.LU.1.	Grammar
-----------------------------	----------------	----------------

INDICATOR B. For regular plural nouns orally by adding 's' or 'es' sound.

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
INDICATOR	C.	Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

STRAND / TOPIC

Research

STANDARD / STRAND	1.R.	The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.
INDICATOR / STANDARD	1.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Locate and collect information related to the given topic from pictures, texts, people, or provided sources.
INDICATOR	C.	Use templates to organize the information collected (e.g., charts, graphs).
INDICATOR	D.	Use drawing, writing, or dictation to record facts and information collected from research.

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	E.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC**

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

**STRAND /
TOPIC**

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.1.	Key Ideas and Confirming Details

INDICATOR B. Identify the main idea and supporting details of a text.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.
STRAND / TOPIC		Writing
STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.
STRAND / TOPIC		Writing
STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar
INDICATOR	D.	Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics
INDICATOR	A.	Capitalize the first word in a sentence, proper nouns, and the pronoun I.
INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
-------------------	------	---

INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
----------------------	--------	------------------------------------

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

STRAND / TOPIC

Research

STANDARD / STRAND	1.R.	The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.
-------------------	------	---

INDICATOR / STANDARD	1.R.1.	Evaluation and Synthesis of Information
----------------------	--------	---

INDICATOR	B.	Locate and collect information related to the given topic from pictures, texts, people, or provided sources.
-----------	----	--

INDICATOR	C.	Use templates to organize the information collected (e.g., charts, graphs).
-----------	----	---

INDICATOR	D.	Use drawing, writing, or dictation to record facts and information collected from research.
-----------	----	---

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
--------------------------	---------------	--

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
--------------------------	--------------	--

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
-----------------------------	----------------	---

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
--------------------------	--------------	---

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
-----------------------------	----------------	-----------------------------------

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

INDICATOR	C.	Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.
-----------	----	---

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
--------------------------	--------------	---

INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
-----------------------------	----------------	--------------------------------

INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.
-----------	----	--

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	1.FFW.	The student will print legibly in manuscript.
INDICATOR / STANDARD	1.FFW.2.	Spelling

INDICATOR D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

INDICATOR	C.	Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

Week 22: Unit 5 Writing from Pictures, p. 215-221

Virginia Standards of Learning
Language Arts
Grade 1 - Adopted: 2024

STRAND / TOPIC	Foundations for Reading	
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.

INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
----------------------	----	---

INDICATOR / STANDARD	1.RI.2.	Craft and Style
-----------------------------	----------------	------------------------

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC **Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
--------------------------	-------------	---

INDICATOR / STANDARD	1.W.2.	Organization and Composition
-----------------------------	---------------	-------------------------------------

INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
------------------	-----------	---

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
--------------------------	--------------	---

INDICATOR / STANDARD	1.LU.1.	Grammar
-----------------------------	----------------	----------------

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
--------------------------	--------------	---

INDICATOR / STANDARD	1.LU.2.	Mechanics
-----------------------------	----------------	------------------

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
--------------------------	-------------	--

INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
-----------------------------	---------------	--

INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
------------------	-----------	---

PROGRESS INDICATOR i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 23: Unit 5 Writing from Pictures, p. 223-229

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC	Foundations for Reading	
STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	D.	Use vocabulary across content areas.

INDICATOR	E.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
INDICATOR	C.	Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts
INDICATOR	B.	Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style
INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.2.	Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).
INDICATOR / STANDARD	B.	Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
INDICATOR / STANDARD	C.	Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
----------------------	----	---

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
-------------------	-------	--

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
----------------------	---------	----------------------------

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fairy tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 26: Unit 7 Inventive Writing, p. 249-255

Virginia Standards of Learning**Language Arts**

Grade 1 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	B.	Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC**

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

**STRAND /
TOPIC**

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
-------------------	----------	--

INDICATOR / STANDARD	C.	Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
----------------------	----	---

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
-------------------	--------	---

INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
----------------------	----	---

INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
----------------------	----	---

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
-------------------	-------	---

INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis
----------------------	---------	--

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fall tale.
-------------------	-------	--

INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details
----------------------	---------	----------------------------

INDICATOR	B.	Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
-----------	----	---

INDICATOR	B.	Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
--------------------	----	---

PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.
--------------------	-----	---

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas

INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
-----------	----	--

Week 28: Revisiting Units 1 and 2, p. 267-273

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	A.	Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	D.	Use vocabulary across content areas.
-----------	----	--------------------------------------

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
-----------	----	---

INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
-----------	----	--

INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.
-----------	----	---

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR	A.	Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.
-----------	----	---

INDICATOR	B.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
-----------	----	--

STRAND / TOPIC **Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.
-----------	----	--

STRAND / TOPIC **Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition

INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
-----------	----	---

PROGRESS INDICATOR	ii.	Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
--------------------	-----	--

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC Language Usage

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).

PROGRESS INDICATOR iv. Expressing ideas and needs in complete sentences.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas

INDICATOR C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 29: Revisiting Unit 3, p. 275-282

Virginia Standards of Learning

Language Arts

Grade 1 - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	1.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
------------------------------	-----------------	---

INDICATOR /
STANDARD

C.

Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
------------------------------	---------------	--

INDICATOR /
STANDARD

C.

With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR /
STANDARD

D.

Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

D.

Use vocabulary across content areas.

INDICATOR

F.

Distinguish shades of meaning among verbs and adjectives.

INDICATOR

H.

Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

INDICATOR

I.

Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/folk tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR

B.

Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/fairy tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC **Writing**

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

PROGRESS INDICATOR ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.1.	Grammar

INDICATOR D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	1.LU.	The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	1.LU.2.	Mechanics

INDICATOR A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.

INDICATOR B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
PROGRESS INDICATOR	iv.	Expressing ideas and needs in complete sentences.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	1.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	1.C.2.	Speaking and Presentation of Ideas
INDICATOR	C.	Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

Week 30: Revisiting Unit 4, p. 283-290

Virginia Standards of Learning**Language Arts**

Grade 1 - Adopted: 2024

STRAND / TOPIC**Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	1.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.
INDICATOR / STANDARD	C.	With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC**Reading and Vocabulary**

STANDARD / STRAND	1.RV.	The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.
INDICATOR / STANDARD	1.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	D.	Use vocabulary across content areas.
INDICATOR	E.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
INDICATOR	I.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.1.	Key Ideas and Plot Details

INDICATOR B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	1.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.
INDICATOR / STANDARD	1.RL.3.	Integration of Concepts

INDICATOR B. Make connections between characters, settings, and major events in stories heard, using key details.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	1.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.
INDICATOR / STANDARD	1.RI.2.	Craft and Style

INDICATOR A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.

STRAND / TOPIC

Writing

STANDARD / STRAND	1.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.
INDICATOR / STANDARD	1.W.2.	Organization and Composition
INDICATOR	A.	With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:

