
**Early Elementary
Traditional 1st
ELA**

**Course Description
and
Curriculum
Mapping**

**Telesis Preparatory
Academy**



Telesis Preparatory Academy

Contact Person(s): Administrator: Sandra Breece Ed.D.
Teacher:

CURRENT COURSE INFORMATION: COURSE ID:
CLASS LEVEL: Traditional 1st Grade

COURSE RESOURCES: Text: Superkids

ON LINE RESOURCES at: www.rowlandreading.org

Course Description: Superkids Reading Program is a phonics-based core-reading and language arts program designed for Kindergarten through second grade. This course is built on scientific research, proven pedagogy, and combines rigorous instruction with highly motivational materials including decodable fiction and informational texts. Superkids includes the following basic reading fundamentals: phonics, sight words, and comprehension strategies along with differentiated techniques to meet the needs of all students.

Specific(s) Included by Topic are:

TOPICS	CONTENT
Common Core Foundations (Introduction)	Building academic vocabulary Writing skills
Reading : Literature-Fiction	Plot-predictions Character Point of view-predictions Problem and Solution Characterization Structure
Literature- Nonfiction	Main Idea Fact vs. Opinion Characters
Literature-Poetry	Alliteration
Literature-Drama	Readers Theater Stage directions purpose for reading Setting Main Idea Tone
Language	Words with multiple meanings Conventions Sentence Structure
Speaking and Listening	Delivering an oral Summary Conducting an interview presentation
Writing Process	Journal Writing Sentence Structure
Spelling	Write all 26 Letter Names and Sounds Write and Spell CVC words Blends and Digraphs

YEARLY REQUIRED ASSESSMENTS & BENCHMARKING (Grades K-1):

WEEK	DATE RANGE	TESTING TYPE
WEEK 2	August 18-22	Galileo Pre-test (grades K-12)
WEEK 3	August 25-29	<i>DIBELSNext Benchmark #1</i>
WEEK 4	September 3-4	STAR Early Literacy & STAR Math (K-1)
WEEK 9	October 14-17	Galileo Benchmark #1 (grades 1-12)
WEEK 15	December 1-5	<i>DIBELSNext Benchmark #2</i>
WEEK 17	December 15-18	Galileo Benchmark #2
WEEK 19	January 12-16	STAR Early Literacy (K-1)
WEEK 20	January 20-23	STAR Math (K-6)
WEEK 21	January 26-29	STAR Reading (grade 1)
WEEK 25	February 23-26	Galileo Benchmark #3 (grades 1-8)
WEEK 33	April 27-30	STAR Reading (grade 1)
WEEK 34	May 4-8	STAR Early Literacy (grades K-1)
WEEK 35	May 11-15	STAR Math (final progress – grades K-6)
WEEK 36	May 18-22	Galileo Post-tests & <i>DIBELSNext Benchmark #3 (Grades K-1)</i>

Note: Benchmarking standards shall be determined by Administration / Data Analysis Team and be in compliance with state requirements. These tests do not take the place of regularly scheduled quizzes or chapter exams as suggested by curriculum. Dates/ weeks provided are the scheduled time(s) for required testing per Administration guidelines. Date(s) are subject to change.

1st Grade

Telesis Preparatory Academy – ELA – Superkids

Curriculum Pacing

Welcome Back Superkids					
Foundational Skills [Phonemic Awareness & Phonics]	Language [Vocabulary & Grammar]	Reading [Comprehension] Tip: Reread; Look at pictures; What makes sense	Writing	Speaking & Listening	Pacing & Dates: 2014-2015 1 lesson per day
Units 1, 2, 3 - Objectives - Lessons 1-5					
Identify capital and lower case letters and sounds; Blend sounds to decode words; Identify vowels & consonants; Identify nouns; Plurals	Story vocabulary; Meanings of words; Capitalization & punctuation Identify nouns; Plurals	Use prior knowledge; Draw conclusions from pictures; Compare & contrast	Daily handwriting practice; Form letters correctly; Generate ideas; Write sentences	Listen for details (song); Follow oral directions; Discussions	15 days Aug. 11- Aug. 29
1.RF.1,2,3	1.L.1,2,4,5,6	1.RL.1,2,3,9	1.L.1,2	1.SL.1-6	

Superkids 1st Semester

Unit 1 - Objectives - Lessons 146-156

<p>- <i>ch, sh, tch</i></p> <p>Memory Words: <i>I, my she, her, he his</i></p>	<p>Story vocabulary Idioms Multiple meaning words Synonyms Nouns & pronouns Capitalization & punctuation</p>	<p>Fiction: Recognize plot (problem & solution); Rhyme & rhythm; Cause/Effect Informational: Visualize; Use pictures and labels; Main idea & details [Science] Fluency: Read with expression; Observe punctuation</p>	<p>Daily handwriting practice Write sentences with capital letters & end punctuation Sentences about an event How-to directions or Personal narrative</p>	<p>Follow oral directions Listen for details (song) Discussions</p>	<p>11 days Sept. 2-Sept. 16</p>
1.RF. 1,2,3,4	1.L.1-6	1.RL.1,2,3,7, 9,10 1.RI.1-7,9,10 1.RF.1	1.RF.1 1.W.2, 3,5,8 1.L.1,2	1.SL.1-6	

Unit 2 - Objectives - Lessons 157-164

<p><i>th, wh</i></p> <p>Memory Words: <i>where, what, why, when, which, who</i></p>	<p>Story vocabulary, onomatopoeia, questions & question marks</p>	<p>Fiction: Understand characters; Retell story; Important ideas Informational: Recognize text patterns; Poetic non-fiction [Science] Fluency: Read with expression; Observe punctuation</p>	<p>Daily handwriting practice Write questions and answers Animal Riddles</p>	<p>Follow oral directions Listen for details (song) Discussions</p>	<p>8 days Sept. 17-Sept. 26</p>
1.RF.2,3, 4	1.L.1-6	1.RL.1,2,3,6,7,9,10 1.RI.1-1.4,6,7,9,10 1.RF.1	1.RF.1 1.W.2, 7, 8 1.L.1,2	1.SL.1-6	

Unit 3 - Objectives - Lessons 165-173

<p><i>ng, le, rhyming words</i></p> <p>Memory Words: <i>do, have, show, how, me, a</i></p>	<p>Story vocabulary Sequence words Categorize words</p>	<p>Fiction: Distinguish reality & fantasy; Sequence event Informational: Recognize text structure; Diagrams; Question & answer</p>	<p>Daily handwriting practice Shared story with sequenced events Connected sentences</p>	<p>Follow oral directions Taking turns & working together Listen for details (song)</p>	<p>9 days Sept. 29-Oct. 16 Fall Break Oct. 6-10</p>
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		[Science] Fluency: Read with natural phrasing, read rhythmically	Pattern poem		
1.RF.2,3, 4	1.L.1-6	1.RL.1,2,3,6,7,9,10 1.RI.1-10	1.RF.1 1.W.3,5,8	1.SL.1-6	
Unit 4 - Objectives - Lessons 174-181					
<i>/-er/, /ed/, /ed/, /d/, /t/ endings</i> Memory Words: <i>look, your, the, was, are, for</i>	Story vocabulary Synonyms & sensory words Sort nouns & verbs Meaning of <i>-ed</i> ending Prefix <i>/un-/</i>	Fiction: Summa1.Rlize; Compare & Contrast; Rhyme & rhythm Informational: Recognize text structure; Compare & contrast [Science] Fluency: Read at appropriate rate; Read rhythmically	Daily handwriting practice Write problem/solution sentences Write a sensory pattern poem Sentences about favorite activity or Opinions with reasons	Follow oral directions Taking turns & working together Listen for details (song)	8 days Oct. 17-Oct. 28
1.RF.2,3, 4	1.L.1-4,6	1.RL.1,2,3,4,7,9,10 1.RI.1-4,6-10	1.RF.1 1.W.1,3	1.SL.1-6	
Unit 5 - Objectives Lessons 182-189					
Short vowel words with endings <i>-ing, -ed</i> Memory Words: <i>there, from, be, to, we, or</i>	Story Vocabulary Meanings of <i>-ing, -ed</i> endings Adjectives Antonyms Conjunctions (<i>and, or</i>)	Fiction: Understand characters; Cause & effect Informational: Visualize; Main idea & details [Science] Fluency: Read with phrasing and appropriate stress	Daily handwriting practice Story about an imagined character or Descriptions of shoes and an imagined creature	Follow oral directions Discussions Listen for details (song)	8 days Oct. 29-Nov. 7
1.RF.3, 4	1.L.1-6	1.RL.1,3,4,7,9,10 1.RI.1-7,10	1.RF.1 1.W.2, 3, 5	1.SL.1-6	
Unit 6 Objectives - Lessons 190-196					
Distinguish between short and long vowel sounds Long vowel patterns (CV	Story vocabulary Categorizing (real vs. pretend)	Fiction: Visualize; Draw conclusion Informational: Understand author's purpose; Main idea & details	Daily handwriting practice Character dialogue Sentences about fairy-tale	Follow oral directions Discussions Listen for details	7 days Nov. 10-Nov. 19

words) Plurals	Plurals -s, -es	[Social Studies] Fluency: Read with expression; Read rhythmically	characters or Class book of facts KWL chart (castles)	(song)	
Memory Words: <i>said, only, you, out, of, here</i>					
1.RF.2,3,4	1.L.1-6	1.RL.1,3,4,7,9,10 1.RI.1-10	1.RF.1 1.W.1,2, 3,5,7, 8	1.SL.1-4,6	

Unit 7 - Objectives - Lessons 197-204

Long vowel patterns (CVCe words)	Story vocabulary	Fiction: Plot (beginning, middle, end); Descriptive language	Daily handwriting practice Problem/solution story (use graphic organizer)	Follow oral directions Discussions Listen for details (song)	8 days Nov. 20-Dec. 4 Thanksgiving Nov. 26-28
Plurals -s with CVCe words	Plurals Use context clues	Informational: Summarize; Sequence events [Social Studies] Fluency: Read with expression; Read rhythmically	or Opinion paragraph with reasons & a closing sentence		
Memory Words: <i>oh, any, day, good, very, want</i>	Possessive singular nouns				
1.RF.2,3,4	1.L.1-4, 6	1.RL.1,3,4,7,10 1.RI.1-7,10	1.RF.1 1.W.1,3, 8	1.SL.1,3, 4, 6	

Unit 8 Objectives - Lessons 205-210

CVCe words with endings -ing, -ed	Story vocabulary	Fiction: Generate questions; Sequence events	Daily handwriting practice Problem/solution story (cont.) Writing Process	Follow oral directions Discussions Listen for details (song)	6 days Dec. 5-Dec. 12
Memory Words: <i>boy, two, about, girl, over, before</i>	Use context clues	Informational: Generate questions; Compare & contrast [Social Studies] Fluency: Read with expression and appropriate stress	Sentences about pests & helpers or Messages, friendly letter & e-mail		
1.RF.2,3, 4	1.L.1-4, 6	1.RL.1,3,7,9,10 1.RI.1,2,4,6,7,9,10	1.RF.1 1.W.1, 2,5,8	1.SL.1,2,3,6	

Unit 9 Objectives - Lessons 211-218

Long vowel patterns (CVCC) words, endings -ing,- ed, -er, -est	Story vocabulary Adjectives	Fiction: Setting & its importance; Text structure (play); Identify a fable's	Daily handwriting practice	Follow oral directions Discussions	8 days Dec. 15-Jan 8 Winter Break
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Memory Words: <i>would, could, some, one, new, were</i>	Verbs (time of action) Comparative & superlative adjectives	lesson Informational: Generate questions; Draw conclusions; Sequence order (time) [Math] Fluency: Read at appropriate rate; Use proper pitch and volume	Plan a story character Problem/solution story (cont.) or Personal narratives	Listen for details (song)	Dec. 19-Jan. 2
1.RF.2,3, 4	1.L.1-4, 6	1.RL.1,2,3,6,7,9,10 1.RI.1-4,6,7,8,10	1.RF.1 1.W.3, 8	1.SL.1-4,6	

Unit 10 - Objectives - Lessons 219-226

Contractions with <i>n't</i> Compound words Identify base words in words with endings	Story vocabulary Compound words Baby animal names Nouns with <i>-er</i> ending	Fiction: Chapter text structure; Summarize; Draw conclusions; Plot (beginning, middle, end); Identify a story's lesson Informational: Sequence (time) order [Social Studies] Fluency: Read with expression, read with natural phrasing	Daily handwriting practice Problem/solution story (cont.) Revising , editing, publishing story (writing process) or Personal narratives (cont.)	Follow oral directions Discussions Listen for details (song)	8 days Jan. 9-Jan. 21
1.RF.2,3,4	1.L.1-6	1.RL.1,2,3,7,9,10 1.RI.1,2,4,5,6,7,9,10	1.RF.1 1.W.3,5,6,8	1.SL.1.-6	

Superkids 2nd Semester

Foundational Skills [Phonemic Awareness & Phonics]	Language [Vocabulary & Grammar]	Reading [Comprehension] Tip: Look at pictures; Reread	Writing	Speaking & Listening	Pacing & Dates: 2014-2015
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Unit 1 Objectives - Lessons 227-233

<i>y/i/, y/e/, ay/a/</i> Memory Words: <i>down, too, work, many, first</i>	Story vocabulary <i>to, two, too</i> Categorizing Adjectives ending in <i>-y</i>	Informational: Recognize text structure (how-to directions); Sequence steps; Compare & contrast; Use picture labels [Social Studies] Fluency: Read at an	Daily handwriting practice How-to directions List of activities	Follow oral directions Discussions Listen for details (song)	7 days Jan. 26-Jan. 30
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		appropriate rate			
1.RF.2, 3, 4	1.L.1-6	1.RL.1,3,4,7,10 1.RI.1-10	1.W.2,3,5,7,8	1.SL.1,3-6	
Unit 2 - Objectives - Lessons 234-240					
Adding <i>-er, -est, -es</i> , to words ending in <i>y</i> Identify base words in words with endings Memory Words: <i>their, now, always, because, been</i>	Story vocabulary <i>their, there</i> Comparative & superlative adjectives Verbs and endings <i>-es, -ed</i>	Fiction: Setting & its importance Informational: Summarize; Main idea & details [Science] Fluency: Read with expression	Daily handwriting practice How-to directions (cont.) or Messages of advice Wishes	Follow oral directions Discussions Listen for details (song)	7 days Feb. 2-Feb. 10
1.RF.3, 4	1.L.1-4,6	1.RL.1,2,3,7,10 1.RI.1-7,10	1.W.1,2,5,6,7,8	1.SL.1-6	
Unit 3 - Objectives - Lessons 241-246					
Contractions with <i>is, am, are, will,</i> Long vowel trickers (open syllable vowel pattern)	Story vocabulary <i>you're, your</i> Adjectives Synonyms	Fiction: Main idea & details Informational: Visualize; Understanding author's reasoning Main idea & details [Social Studies] Fluency: Observe punctuation, read at appropriate rate	Daily handwriting practice Personal narrative or Descriptions (prose & poetry)	Follow oral directions Discussions Listen for details (CD story)	6 days Feb. 11-Feb. 19
1.RF.3,4	1.L.1-6	1.RL.1,3,4,7,9,10 1.RI. 1-10 1.RF.1	1.W.1, 8	1.SL.1,3,4,6	
Unit 4 - Objectives - Lessons 247-255					
<i>aw/o/, all/ol/</i> Memory Words: <i>come, coming, they, our, put</i>	Story vocabulary Multiple-meaning words Categorizing Antonyms	Fiction: Plot (beginning, middle, end); Summarize; Cause & effect Informational: Understand diagrams; Main idea & details [Physical Education] Fluency: Read rhythmically and with expression	Daily handwriting practice Personal narrative (cont.) Revise, edit, & publish (writing process) or Descriptions (cont.) (prose & poetry)	Follow oral directions Discussions Listen for details (CD story)	9 days Feb. 23-Mar 4

1.RF.2, 3, 4	1.L.1-6	1.RL.1,2,3,7,9,10 1.RI.1-7,10	1.W.1,3,5,6,8	1.SL.1-6	
Unit 5 - Objectives - Lessons 256-265					
- r-controlled vowels (<i>ar, or, er, ir, ur</i>) Memory Words: <i>cold, know, does, laugh, both, again</i>	Story vocabulary Categorizing Onomatopoeia Adjectives ending in <i>-ful</i>	Fiction: Draw conclusions; Poem structure; Rhyme & rhythm; Understand characters Informational: Recognize text patterns; Headings; Ordered information [Science] Fluency: Read at an appropriate; Read rhythmically and with expression	Daily handwriting practice Thank you note Pattern poem or Book reviews	Follow oral directions Discussions	10 days Mar. 5-Mar. 25 Sp1.Ring Break Mar. 16-Mar. 20
1.RF.2,3, 4	1.L.1-6	1.RL.1,2,3,6,7,10 1.RI.1-7,10	1.W.2, 7,8	1.SL.1-4,6	
Unit 6 - Objectives - Lessons 266-273					
<i>oi, oy</i> Memory Words: <i>kind, buy, find, right, wash, light</i>	Story vocabulary; <i>by, buy</i> Adverbs ending in <i>-ly</i> Multiple-meaning words	Fiction: Plot (beginning, middle, end); Problem/solution Informational: Compare & contrast, main idea & details [Science] Fluency: Observe punctuation, read with expression	Daily handwriting practice Labeled diagram Answers to personal question or Research report	Follow oral directions Discussions	8 days March 26-Apr. 6
1.RF.2,3,4	1.L.1-6	1.RL.1,2,3,7,9,10 1.RI.1-8,10 1.RF.1	1.W.2, 5,8	1.SL.1-6	
Unit 7 - Objectives - Lessons 274-281					
Trickers with <i>ar, or, ear/er/</i>	Story vocabulary Sequence words Adverbs ending in <i>-ly</i> Synonyms	Fiction: Compare & contrast; Descriptive language; Draw conclusions Informational: Sequence steps; How-to directions; Draw conclusions [Social Studies] Fluency: Use proper	Daily handwriting practice Directions & a story with sequence words or Research Report (cont.)	Follow oral directions Discussions	8 days Apr. 7-Apr.16

		pitch and volume, read with expression and appropriate rate			
1.RF.3,4	1.L.1-6	1.RL.1,2,3,4,6,7,9,10 1.RI.1-7,10	1.W.1,2,3,8	1.SL.1,3,6	
Unit 8 - Objectives - Lessons 282-290					
- <i>ou, ow/ou/, ow/o/</i> Memory Words: <i>warm, walk, give, once, done</i>	Story words <i>bow/bo/ and bow/bou/</i> Synonyms Categorizing	Fiction: Identify a story's lesson; Summarize; Understand characters Informational: Summarize; Understand an author's purpose [Social Studies] Fluency: Read with appropriate stress; Use proper volume	Daily handwriting practice Imagined story - draft (writing process)	Follow oral directions Discussions	9 days Apr. 17-Apr. 29
1.RF.2,3,4	1.L.1-6	1.RL.1,2,3,4,7,9,10 1.RI.1-1.8,10	1.W.1,3,5,6,	1.SL.1,3,6	
Unit 9 - Objectives - Lessons 291-295					
<i>Oo</i> (long & short) Memory Words: <i>live, eight, old, hold, write</i>	Story vocabulary <i>live and live eight, ate w1.Right, 1.Right</i>	Fiction: Plot (problem/solution); Generate question Informational: Use multiple sources to locate information; Research [Media] Fluency: Read with natural phrasing	Daily handwriting practice Revise & edit story draft for Imagined story cont. Publish story (Writing Process)	Follow oral directions Discussions	5 days Apr. 30-May 6
1.RF.2,3,4	1.L.1-4,6	1.RL.1,2,3,4,5,7,10 1.RI.1-10	1.W.1,3,5,6,	1.SL.1-4,6	
Unit 10 - Objectives - Lessons 296-300					
Soft <i>c/s/, and g/j/</i> Trickers with tag-along e	Story vocabulary Multiple- meaning words Antonyms Dictionary use	Fiction: Main idea & details Informational: Text structure (riddle & answer) [Science] Fluency: Read rhythmically	Daily handwriting practice Take notes & write a research report	Follow oral directions Discussions	5 days May 7-May 13
1.RF.3, 4	1.L.1-6	1.RL.1,2,3,4,7,10 1.RI.1-10	1.W.1,2,6,7,8	1.SL.1.1-10	
End of Year - May 14 - May 27 9 days					

Finish and present Research Report

By the end of the school year the students will be able to demonstrate understanding and application of:

*color change indicates vertical shifts/changes from the previous grade level K

AZCCRS Code	1 st Grade Standards	Checklist
Reading Foundational		
Print Concepts 1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological Awareness 1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Phonics and Word Recognition 1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	
Fluency 1.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Reading Literature		
key Ideas and Details 1.RL.1	With Prompting and Support, Ask and answer such questions as who, what, where, when, why and how to demonstrate Understanding of key details in a text.	
1.RL.2	With Prompting and Support, retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	
1.RL.3	With Prompting and Support, describe characters, setting, and major events in a story using key detail.	
Craft & structure 1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	

1.RL.6	Identify who is telling the story at various points in a text.	
Integration of knowledge and ideas	Use illustrations and details in a story to describe its characters, setting, or events.	
1.RL.7		
1.RL.9	With Prompting and Support, compare and contrast the adventures and experiences of characters in familiar text.	
Range of Reading and Level of Text Complexity	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
1.RL.10		
Reading Informational		
Key Ideas and Details	With prompting and support, ask and answer about key details in a text.	
1.RI.1		
1.RI.2	With prompting and support, identify the main topic and retell key details of a text.	
1.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text.	
Craft & structure	With prompting and support, ask and answer questions about unknown words in a text.	
1.RI.4		
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Integration of knowledge and ideas	Use the illustrations and details in a text to describe its key ideas.	
1.RI.7		
1.RI.8	With promoting and support, identify the reasons an author gives to support points in a text.	
1.RI.9	With prompting and support, identify basic similarities in and difference between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	
Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.	
1.RI.10		
Writing		
Key Ideas and Details	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
1.W.1		
1.W.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
Craft & Structure	(begins in grade 3)	
1.W.4		
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
1.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Integration of Knowledge and Ideas	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	
1.W.7		
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
1.W.9	(begins in grade 4)	
1.W.10	(begins in grade 3)	
Speaking and Listening		
Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
1.SL.1	<ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under 	

	discussion.	
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation of Knowledge and Ideas 1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
1.SL.6	Produce complete sentences when appropriate to task and situation.	
Language		
Conventions of Standard English 1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts 	
1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	
Knowledge of Language 1.L.3	(begins in grade 2)	
Vocabulary Acquisition and Use 1.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	
1.L.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, 	

	gigantic) by defining or choosing them or by acting out the meanings.	
1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	

TELESIS PREPARATORY ACADEMY
 ELA CORE OVERVIEW
 EARLY ELEMENTARY – TRADITIONAL 1ST

READ – LIT	READ – INF	FOUND	WRITING	S&L	LANGUAGE
1.RL.1	1.RI.1	1.RF.1	1.W.1	1.SL.1	1.L.1
1.RL.2	1.RI.2	1.RF.1a	1.W.2	1.SL.1a	1.L.1a
1.RL.3	1.RI.3	1.RF.2	1.W.3	1.SL.1b	1.L.1b
1.RL.4	1.RI.4	1.RF.2a	1.W.4	1.SL.1c	1.L.1c
1.RL.5	1.RI.5	1.RF.2b	AZ.1.W.4	1.SL.2	1.L.1d
1.RL.6	1.RI.7	1.RF.2c	1.W.5	1.SL.3	1.L.1e
1.RL.7	1.RI.8	1.RF.2d	1.W.6	1.SL.4	1.L.1f
1.RL.8	1.RI.9	1.RF.3	1.W.7	1.SL.5	1.L.1g
1.RL.9	1.RI.10	1.RF.3a	1.W.8	1.SL.6	1.L.1h
4.RL.10	AZ.RI.10	1.RF.3b	1.W.9		1.L.1i
		1.RF.3d	1.W.10		1.L.1j
		1.RF.3e			1.L.1k (AZ.1.L.1)
		1.RF.3f			1.L.2
		1.RF.3g			1.L.2a
		1.RF.4			1.L.2b
		1.RF.4a			1.L.2c
		1.RF.4b			1.L.2d
		1.RF.4c			1.L.2e
					1.L.3
					1.L.4
					1.L.4a
					1.L.4b
					1.L.4c
					1.L.5
					1.L.5a
					1.L.5b
					1.L.5c
					1.L.5d
					1.L.6