



# Life Lessons

**"What can we learn from the adventures and experiences of characters in fables/stories and books?"**

In this third six-week unit of first grade, students read literature and informational texts related to life lessons.

## Reading Standards for Literature

### Key Ideas and Details

**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

**RL.1.6** Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

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

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

## Reading Standards for Informational Text

### Key Ideas and Details

**RI.1.2** Identify the main topic and retell key details of a text.

### Craft and Structure

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Reading Standards: Foundational Skills

### Phonological Awareness

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

*a. Distinguish long from short vowels in spoken one-syllable words.*

*b. Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.*

*c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.*

*d. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).*

**Phonics and Word Recognition**

**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

*a. Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)*

*b. Know the letter-sound correspondences.*

- silent e (e.g., a-e, e-e, i-e, o-e, u-e)

- vowel teams

- vowel digraph (e.g., ee, oo, ai, ay, ea)

*c. Recognize and read grade-appropriate irregularly spelled words.*

**d. Read words with inflectional endings.** (*Build Up Phonics does not provide instruction for this standard.*)

*e. Decode regularly spelled one-syllable words that follow syllable types*

- close syllable

- open syllable

- vowel-consonant-e

- vowel teams

- consonant -le

- r-controlled vowel

**Fluency**

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

*a. Read grade-level text with purpose and understanding*

*b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.*

**RPS Standard** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Standards****Text Types and Purposes**

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**New Standard** *c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*

**W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Production and Distribution of Writing**

**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

## Speaking and Listening Standards

### Comprehension and Collaboration

**SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

*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. Continue 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.*

**SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

### Presentation of Knowledge and Ideas

**SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

## Language Standards

### Conventions of Standard English

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage for Grade 1 when writing or speaking.

*b. Use common, proper, and singular possessive nouns (e.g., dog, dog's, Skippy or Skippy's).*

*e. Use adjectives.*

• *Use determiners, noun markers, to add specificity (e.g., a book, the book).*

*f. Use conjunctions (e.g., and, but, or, so).*

*h. Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.*

• *Use appropriate spacing to separate words in a sentence.*

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*b. Use end punctuation for sentences.*

*d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.*

• *Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.*

### Vocabulary Acquisition and Use

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

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

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

*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).*

*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.*

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).