



# American Contributions

**"How do the connections between extraordinary Americans in history help us learn?"**

**In this fifth six-week unit of first grade, students meet Americans who shape our nation's history.**

## Reading Standards for Literature

### Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

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

### Craft and Structure

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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

## Reading Standards for Informational Text

### Key Ideas and Details

RI.1.1 Ask and answer questions about key details in a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in 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.1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

### Range of Reading and Level of Text Complexity

RI.1.8 Identify the reasons an author gives to support points 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 vowel sounds in spoken single-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).

**New Standard** e. Delete a syllable from a word (e.g., say "remember," now say it without the "re").

**New Standard** f. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.

**New Standard** g. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).

**Phonics and Word Recognition**

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

b. Know the letter-sound correspondences.

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

- vowel teams

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

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

d. Read words with inflectional endings.

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

f. Decode two-syllable words following basic patterns by breaking the words into syllables

- compound words (e.g., cup/cake, cow/boy)

- consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)

- VC/CV (e.g., nap/kin, hap/py, stom/pede)

- V/CV (e.g., bo/nus)

**Fluency**

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

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

b. Read grade-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.

**Research to Build and Present Knowledge**

W.1.7 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).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening Standards****Comprehension and Collaboration**

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

SL.1.3 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**

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

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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 when writing or speaking.

*c. 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).*

•*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 adjectives.*

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

*g. Use prepositions (e.g., during, beyond, toward).*

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

*a. Capitalize the first word in sentences, the pronoun I, dates, and names of people.*

*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.*

•*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.*

*c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).*

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

*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.*

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).