

# Standards Plus® - 1<sup>st</sup> Grade Language Arts

## *LOST LEARNING RECOVERY / INTERVENTION PACING GUIDE*

This Pacing Guide shows the direct alignment between  
*Standards Plus lessons* and *Standards Plus Intervention lessons*.

Combine your *Standards Plus lessons* and your *Standards Plus Intervention lessons*  
to recover lost learning or provide intervention.

### **POSSIBLE IMPLEMENTATION OPTIONS**

#### **Teach Intervention lessons:**

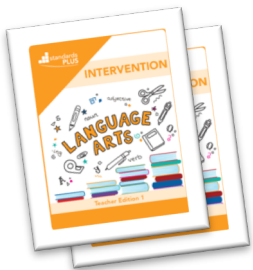
**OPTION 1:** Prior to teaching grade level lessons, to prepare students for grade level content.

**OPTION 2:** After teaching grade level content to fill in the gaps for students who need additional instruction to master the standard.

*The Intervention lessons are in your digital platform and are projectable or printable.*

**OR**

*Printed Intervention Teacher and Student Editions are also available for purchase.  
Contact us at 1-877-505-9152 or [office@standardsplus.org](mailto:office@standardsplus.org) for more information.*



**1<sup>st</sup> GRADE LANGUAGE ARTS -  
GRADE LEVEL SKILLS**  
Standards Plus® Year Long Materials  
Reading Literature



**SUPPORTING SKILLS THAT  
BUILD UP TO GRADE LEVEL**  
Standards Plus® Intervention  
Reading Literature

Lesson	Focus	Standard(s)
1	Key Details	RL.1.1: Ask and answer questions about key details in a text.
2	Key Details	
3	Key Details and Central Message	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
4	Key Details and Central Message	
A1	Assessment – Key Details and Central Message	RL.1.1, RL.1.2
5	Character, Setting, Major Events	RL.1.3: Describe characters, settings, and major events in a story, using key details.
6	Character, Setting, Major Events	
7	Sensory Language	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
8	Sensory Language	
A2	Assessment – Character, Setting, Major Events, and Sensory Language	RL.1.3, RL.1.4
9	Differences Between Narrative and Informational Text	RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
10	Differences Between Narrative and Informational Text	
11	Differences Between Narrative and Informational Text	RL.1.6: Identify who is telling the story at various points in the text.
12	Differences Between Narrative and Informational Text	
A3	Assessment – Narrative and Informational Text	RL.1.5, RL.1.6
Reading Literature Performance Lesson 1 – All About Stories		

Lesson	Focus	Standard(s) References
1	Pre-Assessment – Understanding Literature	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Ask and Answer Questions	
3	Ask and Answer Questions	
4	Ask and Answer Questions	
5	Ask and Answer Questions	
6	Sensory Words and Phrases	
7	Sensory Words and Phrases	
8	Sensory Words and Phrases	
P1	Performance Task #1 – Write a Story ( <b>RL.1.1, W.1.3, W.1.5</b> )	
Post-1	Post-Assessment – Understanding Literature	RL.1.1, RL.1.4, RL.1.7



G1 Reading Literature Reteach Set 1 Teacher  
RL.1.1, RL.1.3, RL.1.4, RL.1.5, RL.1 ...

**Standards:** RL.1.5, RL.1.7, RL.1.3, RL.1.4, RL.1.1

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Reading Literature

Lesson	Focus	Standard(s)
<b>13</b>	Illustrations and Details	RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
<b>14</b>	Illustrations and Details	
<b>15</b>	Compare and Contrast Characters	RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
<b>16</b>	Compare and Contrast Characters	
<b>A4</b>	Assessment – Features of Literature	RL.1.7, RL.1.9
Reading Literature Performance Lesson 2 – <i>Character Study</i>		

Lesson	Focus	Standard(s) References
<b>9</b>	Retelling Familiar Stories	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
<b>10</b>	Retelling Familiar Stories	
<b>11</b>	Plot and Main Events	
<b>12</b>	Plot and Main Events	
<b>13</b>	Characters and Setting	
<b>14</b>	Characters and Setting	
<b>P2</b>	Performance Task #2 – Story Elements ( <b>RL.1.2, RL.1.3, RL.1.7</b> )	
<b>Post-2</b>	Post-Assessment – Elements of a Story	RL.1.2, RL.1.3, RL.1.7



G1 Reading Literature  
Reteach Set 2 Teacher  
RL.1.2, RL.1.3, RL.1.7 ...

**Standards:** RL.1.7, RL.1.3,  
RL.1.2

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# 1<sup>st</sup> GRADE LANGUAGE ARTS - GRADE LEVEL SKILLS

Standards Plus<sup>®</sup> Year Long Materials  
Writing



# SUPPORTING SKILLS THAT BUILD UP TO GRADE LEVEL

Standards Plus<sup>®</sup> Intervention  
Writing

Lesson	Focus	Standard(s)
1	Informative/Explanatory Writing	W.1.2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
2	Topic Sentence	
3	Key Details or Facts	
4	Closing Statement	
A1	Assessment – Informative/Explanatory Writing	
Writing Performance Lesson 1 – Teach Me		
5	Characteristics of Opinion Writing	W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
6	Opinion Statement	
7	Reasons	
8	Closing Statement	
A2	Assessment – Writing Opinion Pieces	
Writing Performance Lesson 2 – What Do You Think?		

Lesson	Focus	Standard(s) References
1	Writing Sentences	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Writing Sentences	
3	Writing Sentences	
4	Selecting a Focus	
5	Topic Sentences	
6	Using Description	
7	Supporting Details	
8	Conclusions	
9	Topic Sentence, Purpose, and Audience	
10	Topic Sentence and Purpose	
P3	Performance Task #3 (W.1.1, W.1.2, W.1.5, W.1.7, W.1.8)	
Post-3	Post-Assessment-Writing a Paragraph	W.1.1, W.1.2, W.1.3, W.1.5



G1 Writing Reteach Set 1  
Teacher W.1.1, W.1.2,  
W.1.3, W.1.5

**Standards:** W.1.3, W.1.2,  
W.1.1, W.1.5

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Reading Informational Text



**SUPPORTING SKILLS THAT  
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Reading Informational Text

Lesson	Focus	Standard(s)
<b>1</b>	Key Details	RI.1.1: Ask and answer questions about key details in a text.
<b>2</b>	Key Details	
<b>3</b>	Main Topic and Key Details	RI.1.2: Identify the main topic and retell key details of a text.
<b>4</b>	Main Topic and Key Details	
<b>A1</b>	Assessment – Key Details and Main Topic	RI.1.1, RI.1.2
<b>5</b>	Connections	RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>6</b>	Connections	
<b>7</b>	Connections	
<b>8</b>	Connections	
<b>A2</b>	Assessment – Describing Connections	
Reading Informational Text Performance Lesson 1 – <i>How It Fits Together</i>		

Lesson	Focus	Standard(s) References
<b>1</b>	Ask and Answer Questions	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
<b>2</b>	Ask and Answer Questions	
<b>3</b>	Ask and Answer Questions	
<b>4</b>	Ask and Answer Questions	
<b>5</b>	Main Topic, Key Details, & Ideas	
<b>6</b>	Main Topic, Key Details, & Ideas	
<b>7</b>	Main Topic, Key Details, & Ideas	
<b>8</b>	Main Topic, Key Details, & Ideas	
<b>P4</b>	Performance Task #4 ( <i>RI.1.2, RI.1.7, W.1.2</i> )	
<b>Post-4</b>	Post-Assessment- Understanding Text	RI.1.1, RI.1.2, RI.1.7



G1 Reading Informational Text Reteach Set 1  
Teacher RI.1.1, RI.1.2, RI.1.7 ...

**Standards:** RI.1.1, RI.1.2, RI.1.7

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Reading Informational Text



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Reading Informational Text

Lesson	Focus	Standard(s)
9	Finding and Clarifying Word Meanings	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
10	Finding and Clarifying Word Meanings	
11	Text Features	RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
12	Text Features	
A3	Assessment – Using Text Features	RI.1.4, RI.1.5
13	Using Pictures and Text	RI.1.6: Distinguish between information provided by pictures or other illustrations and information by the words in a text.
14	Using Illustrations and Details	RI.1.7: Use the illustrations and details in a text to describe its key ideas.
15	Key Details	
16	Describe Key Details Using Pictures and Text	
A4	Assessment – Describe Key Details Using Illustrations and Details	RI.1.6, RI.1.7
17	Finding Reasons in Text	RI.1.8: Identify the reasons an author gives to support points in a text.
18	Supporting Points in Text	
19	Compare/Contrast	RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
20	Compare/Contrast	
A5	Assessment – Author’s Reasons and Compare/ Contrast	RI.1.8, RI.1.9
Reading Informational Text Performance Lesson 2 – <i>Getting the Big Ideas</i>		

Lesson	Focus	Standard(s) References
9	Word Meanings and Text Features	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
10	Word Meanings and Text Features	
11	Word Meanings and Text Features	
12	Word Meanings and Text Features	
13	Main Topic, Key Details, & Ideas	
14	Main Topic, Key Details, & Ideas	
15	Main Topic, Key Details, & Ideas	
16	Main Topic, Key Details, & Ideas	
P5	Performance Task #5 ( <i>RI.1.7, W.1.2, W.1.5</i> )	
Post-5	Post-Assessment- Understanding Text	RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7



G1 Reading Informational Text Reteach Set 2  
Teacher RI.1.2, RI.1.3, RI.1.4, RI.1.5 ...

**Standards:** RI.1.2, RI.1.3, RI.1.7, RI.1.5, RI.1.4

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Reading Foundational Skills



**SUPPORTING SKILLS THAT  
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Reading Foundational Skills

Lesson	Focus	Standard(s)
<b>1</b>	Features of a Sentence	RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>2</b>	Features of a Sentence	
<b>3</b>	Features of a Sentence	
<b>4</b>	Features of a Sentence	
<b>A1</b>	Assessment – Features of a Sentence	
<b>Reading Foundational Skills Lessons Performance Lesson 1 – Sentences</b>		
<b>5</b>	Vowel Sounds	RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words.
<b>6</b>	Vowel Sounds	
<b>7</b>	Oral Blending	RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>8</b>	Oral Blending	
<b>A2</b>	Assessment – Vowel Sounds and Oral Blending	RF.1.2a, RF.1.2b
<b>9</b>	Initial Sound	RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>10</b>	Final Sound	
<b>11</b>	Medial Vowel Sound	
<b>12</b>	Segmenting Spoken Words	RF.1.2d: Segment single-syllable words into their complete sequence of individual sounds (phonemes).
<b>A3</b>	Assessment – Segment Single-Syllable Words	RF.1.2c, RF.1.2d
<b>Reading Foundational Skills Lessons Performance Lesson 2 – Sound It Out!</b>		

Lesson	Focus	Standard(s) References
<b>1</b>	Word Families	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
<b>2</b>	Word Families	
<b>3</b>	Word Families	
<b>4</b>	Word Families	
<b>5</b>	High Frequency Words	
<b>6</b>	High Frequency Words	
<b>7</b>	High Frequency Words	
<b>8</b>	High Frequency Words	
<b>P6</b>	Performance Task #6 – Using High Frequency Words ( <b>RF.1.3</b> )	
<b>Post-6</b>	Post-Assessment- Reading Words	RF.1.3



**G1 Reading Foundational Skills Reteach Set 1  
Teacher RF.1.3**

**Standards: RF.1.3**

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## Standards Plus<sup>®</sup> Year Long Materials

Reading Foundational Skills



Directly Aligned

Lesson	Focus	Standard(s)
13	Consonant Digraphs	RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs.
14	Consonant Digraphs	
15	Regularly Spelled One-Syllable Words	RF.1.3b: Decode regularly spelled one-syllable words.
16	Regularly Spelled One-Syllable Words	
A4	Assessment – Decode and Spell One-Syllable Words	RF.1.3a, RF.1.3b
17	Final –e	RF.1.3c: Know final –e and common vowel team conventions for representing long vowel sounds.
18	Common Long Vowel Teams	
19	Common Long Vowel Teams	
20	Syllables in Printed Words	RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
A5	Assessment – Vowel Teams and Vowels in Syllables	RF1.3c, RF.1.3d
21	Decoding Two-Syllable Words	RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables.
22	Inflectional Ending -ed	RF.1.3f: Read words with inflectional endings.
23	Inflectional Ending -ing	
24	Inflectional Ending -s	
A6	Assessment – Two-Syllable Words and Inflectional Endings	RF.1.3e, RF.1.3f
25	Irregularly Spelled Words	RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.
26	Irregularly Spelled Words	
27	Irregularly Spelled Words	
28	Irregularly Spelled Words	
A7	Assessment – Irregularly Spelled Words	

Lesson	Focus	Standard(s)
		Reading Foundational Skills Lessons Performance Lesson 3 – Words, Words, Words

## SUPPORTING SKILLS THAT BUILD UP TO GRADE LEVEL

### Standards Plus<sup>®</sup> Intervention

Reading Foundational Skills

Lesson	Focus	Standard(s) References
1	Word Families	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Word Families	
3	Word Families	
4	Word Families	
5	High Frequency Words	
6	High Frequency Words	
7	High Frequency Words	
8	High Frequency Words	
P6	Performance Task #6 – Using High Frequency Words ( <b>RF.1.3</b> )	
Post-6	Post-Assessment- Reading Words	RF.1.3



G1 Reading Foundational Skills Reteach Set 1  
Teacher RF.1.3

**Standards: RF.1.3**

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Capitalization



**SUPPORTING SKILLS THAT  
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**Standards Plus® Intervention**  
Capitalization

Lesson	Focus	Standard(s)
1	Names	L.1.2a: Capitalize dates and names of people.
2	Names	
3	Dates	
4	Dates	
A1	Assessment - Names and Dates	

Lesson	Focus	Standard(s) References
1	Capitalize Sentence Beginnings	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Capitalize Sentence Beginnings	
3	Capitalize People's Names	
4	Capitalize People's Names	
5	Capitalize Days of the Week	
6	Capitalize Months of the Year	
P7	Performance Task #7 – What's in a Name? <b>(L.1.2, L.1.2a)</b>	
Post-7	Post-Assessment- Capitalization Rules	L.1.2, L.1.2a



G1 Capitalization Reteach  
Set 1 Teacher L.1.2, L.1.2a

Standards: L.1.2a, L.1.2

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Punctuation



**SUPPORTING SKILLS THAT  
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Standards Plus® Intervention  
Punctuation

Lesson	Focus	Standard(s)
1	End Punctuation	L.1.2b: Use end punctuation for sentences.
2	End Punctuation	
3	Commas in a Series	L.1.2c: Use commas in dates and to separate single words in a series.
4	Commas in Dates	
A1	Assessment – End Punctuation, Commas	L.1.2b, L.1.2c

Lesson	Focus	Standard(s) References
1	Periods/Question Marks/Exclamation Points	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Periods/Question Marks/Exclamation Points	
3	Periods/Question Marks/Exclamation Points	
4	Commas in Dates	
5	Commas in Dates	
6	Commas in a Series	
7	Commas in a Series	
P8	Performance Task #8 – Punctuating Sentences ( <b>L.1.2, L.1.2b</b> )	
Post-8	Post-Assessment- Punctuation Rules	L.1.2, L.1.2b, L.1.2c



G1 Punctuation Reteach  
Set 1 Teacher L.1.2, L.1.2b,  
L.1.2c

**Standards:** L.1.2b, L.1.2c,  
L.1.2

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Spelling



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Spelling

Lesson	Focus	Standard(s)
1	Spell Untaught Words Phonetically	L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Spell Untaught Words Phonetically	
3	Spell Untaught Words Phonetically	
4	Spell Untaught Words Phonetically	
A1	Assessment – Spell Untaught Words Phonetically	
5	Common Spelling Patterns & Irregular Words	
6	Common Spelling Patterns & Irregular Words	
7	Common Spelling Patterns & Irregular Words	
8	Common Spelling Patterns & Irregular Words	
A2	Assessment – Common Spelling Patterns and Irregular Words	
Spelling Performance Lesson – Capitalization/Punctuation – Writing Correct Sentences		

Lesson	Focus	Standard(s) References
1	Short Vowel Sounds	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Short Vowel Sounds	
3	Short Vowel Sounds	
4	Short Vowel Sounds	
5	Short Vowel Sounds	
6	Consonant-Vowel-Consonant Spellings	
7	Consonant-Vowel-Consonant Spellings	
8	Consonant-Vowel-Consonant Spellings	
9	Consonant Blends	
10	Consonant Blends	
P9	Performance Task #9 – Picture It! <b>(L.1.2, L.1.2d, L.1.2e)</b>	
Post-9	Post-Assessment-Spelling Rules	L.1.2, L.1.2d, L.1.2e



G1 Spelling Reteach Set 1  
Teacher L.1.2, L.1.2d,  
L.1.2e

Standards: L.1.2e, L.1.2d,  
L.1.2

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Grammar & Usage



**SUPPORTING SKILLS THAT  
BUILD UP TO GRADE LEVEL**  
Standards Plus® Intervention  
Grammar & Usage

Lesson	Focus	Standard(s)
1	Common Nouns	L.1.1b: Use common, proper, and possessive nouns.
2	Proper Nouns	
3	Possessive Nouns	
4	Nouns – Common, Proper, and Possessive	
A1	Assessment – Common, Proper, and Possessive	
5	Nouns and Verbs	L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
6	Plural Nouns	
7	Noun and Verb Agreement	
8	Noun and Verb Agreement	
A2	Assessments – Nouns and Verbs	
9	Personal Pronouns	L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
10	Possessive Pronouns	
11	Indefinite Pronouns	
12	Personal, Possessive, and Indefinite Pronouns	
A3	Assessment – Personal, Possessive, and Indefinite Pronouns	
13	Verbs – Past, Present, and Future Tense	L.1.1e: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I <i>walked</i> home; Today I <i>walk</i> home; Tomorrow I <i>will walk</i> home).
14	Verbs – Past, Present, and Future Tense	
15	Verbs – Past, Present, and Future Tense	
16	Verbs – Past, Present, and Future Tense	
A4	Assessment – Verbs – Past, Present, and Future Tense	

Lesson	Focus	Standard(s) References
1	Nouns	Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.
2	Singular and Plural Nouns	
3	Pronouns	
4	Possessive Pronouns	
5	Possessive Pronouns	
6	Declarative Sentences	
7	Declarative Sentences	
8	Interrogative Sentences	
9	Interrogative Sentences	
10	Exclamatory Sentences	
11	Exclamatory Sentences	
12	Review Types of Sentences	
P10	Performance Task #10 – Complete that Thought! (L.1.1, L.1.1j)	
Post-10	Post-Assessment-Words & Sentences	L.1.1, L.1.1b, L.1.1c, L.1.1d, L.1.1j



G1 Grammar and Usage  
Reteach Set 1 Teacher  
L.1.1, L.1.1b, L.1.1c, L.1.1d,  
L.1.1j ...

**Standards:** L.1.1b, L.1.1d,  
L.1.1j, L.1.1c, L.1.1

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Grammar & Usage



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Grammar & Usage

Lesson	Focus	Standard(s)
<b>17</b>	Adjectives	L.1.1f: Use frequently occurring adjectives.
<b>18</b>	Adjectives	
<b>19</b>	Conjunctions	L.1.1g: Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ).
<b>20</b>	Conjunctions	
<b>A5</b>	Assessment – Adjectives and Conjunctions	L.1.1f, L.1.1g
<b>21</b>	Articles	L.1.1h: Use determiners (e.g., articles, demonstratives).
<b>22</b>	Demonstratives	
<b>23</b>	Prepositions	L.1.1i: Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ).
<b>24</b>	Prepositions	
<b>A6</b>	Assessment – Determiners and Prepositions	L.1.1h, L.1.1i
<b>Grammar and Usage Performance Lesson 1 – Parts of Speech</b>		
<b>25</b>	Simple and Compound Declarative Sentences	L.1.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>26</b>	Simple Interrogative Sentences	
<b>27</b>	Simple and Compound Imperative Sentences	
<b>28</b>	Simple and Compound Exclamatory Sentences	
<b>A7</b>	Assessment – Sentence Types	
<b>Grammar and Usage Performance Lesson 2 – What's Your Type?</b>		

Lesson	Focus	Standard(s) References
<b>1</b>	Nouns	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
<b>2</b>	Singular and Plural Nouns	
<b>3</b>	Pronouns	
<b>4</b>	Possessive Pronouns	
<b>5</b>	Possessive Pronouns	
<b>6</b>	Declarative Sentences	
<b>7</b>	Declarative Sentences	
<b>8</b>	Interrogative Sentences	
<b>9</b>	Interrogative Sentences	
<b>10</b>	Exclamatory Sentences	
<b>11</b>	Exclamatory Sentences	
<b>12</b>	Review Types of Sentences	
<b>P10</b>	Performance Task #10 – Complete that Thought! ( <b>L.1.1, L.1.1j</b> )	
<b>Post-10</b>	Post-Assessment-Words & Sentences	L.1.1, L.1.1b, L.1.1c, L.1.1d, L.1.1j



G1 Grammar and Usage Reteach Set 1 Teacher  
L.1.1, L.1.1b, L.1.1c, L.1.1d, L.1.1j ...

**Standards:** L.1.1b, L.1.1d, L.1.1j, L.1.1c, L.1.1

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# 1<sup>st</sup> GRADE LANGUAGE ARTS - GRADE LEVEL SKILLS

## Standards Plus<sup>®</sup> Year Long Materials

Vocabulary Acquisition and Use



# SUPPORTING SKILLS THAT BUILD UP TO GRADE LEVEL

## Standards Plus<sup>®</sup> Intervention

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)
1	Use Context for Meaning	L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
2	Use Context for Meaning	
3	Use Context for Meaning	
4	Use Context for Meaning	
A1	Assessment – Use Context for Meaning	
5	Affixes as Clues for Word Meaning	L.1.4b: Use frequently occurring affixes as a clue to the meaning of a word.
6	Affixes as Clues for Word Meaning	
7	Identify Root Words: Inflectional Form	L.1.4c: Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).
8	Identify Root Words: Inflectional Form	
A2	Assessment – Affixes and Root Words	L.1.4b, L.1.4c
9	Sort Words into Categories	L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
10	Sort Words into Categories	
11	Define Words by Categories and Attributes	L.1.5.b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
12	Define Words by Categories and Attributes	
A3	Assessment – Categories and Attributes of Words	L.1.5a, L.1.5b
13	Identify Real-Life Connections	L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
14	Identify Real-Life Connections	
15	Distinguish Shades of Meaning-Verbs	L.1.5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek,...</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.
16	Distinguish Shades of Meaning-Adjectives	
A4	Assessment – Identify Real-Life Connections & Shades of Meaning	L.1.5c, L.1.5d
Vocabulary Acquisition and Use Performance Lesson – <i>What Does It Mean?</i>		

Lesson	Focus	Standard(s) References
1	Classifying Words	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Classifying Words	
3	Classifying Words	
4	Classifying Words	
5	Classifying Words	
6	Classifying Words	
7	Context Clues	
8	Context Clues	
P11	Performance Task #10 – Building Context ( <b>L.1.4, L.1.4a</b> )	
Post-11	Post-Assessment-Meaningful Words	L.1.4, L.1.4a, L.1.5, L.1.5a



**G1 Vocabulary Acquisition and Use Reteach Set 1 Classifying Words**

**Standards: L.1.5a, L.1.4a, L.1.4, L.1.5**

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