**1st Grade Unit 3 ELA Standard Resources Crosswalk**

*PLEASE NOTE THESE STANDARDS ARE NOT NECESSARILY IN ORDER TO BE TAUGHT*

*\*Essential standards have a white background; supporting standards have a gray background*

| **FCPS Unit 3 Standards** | **Units 5 & 6 Benchmark Advance Resources** | **Spiral Opportunities** |
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| **RF.1.1** Demonstrate understanding of the organization and basic features of print to aid in comprehension.  a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation. | * Building Reading Foundations Lessons
* Focus Skill Lessons

[**Benchmark Advance Foundational Scope and Sequence**](https://drive.google.com/file/d/1tDtBiMQEu6QVUQGU9-D1pMi2XugWfIvU/view?usp=sharing) | * Building Reading Foundations Lessons
* Focus Skill Lessons
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| **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 single-syllable words by blending sounds (phonemes), including consonant blends.c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes) | * Building Reading Foundations Lessons
* Focus Skill Lessons
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* Focus Skill Lessons
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| **RF.1.3** 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. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.  | * Building Reading Foundations Lessons
* Focus Skill Lessons
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* Focus Skill Lessons
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| **HW.1.1** Legibly print all upper and lowercase letters and numerals with correct form. | Units 1, 3, 5, 7, 9 Week 1 Day 1 Lesson 3: p. 23Units 1, 3, 5, 7, 9 Week 2 Day 1 Lesson 2: p. 71Units 1, 3, 5, 7, 9 Week 3 Day 1 Lesson 2: p. 119Units 2, 4, 6, 8, 10 Week 1 Day 1 Lesson 3: p. 181 Units 2, 4, 6, 8, 10 Week 2 Day 1 Lesson 2: p. 229 Units 2, 4, 6, 8, 10 Week 3 Day 1 Lesson 2: p. 277Foundations and Routines Days 1-19: pp. FR4, FR8, FR12, FR16, FR20, FR24, FR28, FR32, FR36, FR40, FR44, FR48, FR52, FR56, FR60, FR64, FR68, FR72, FR76 |
| **RL.1.1** With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text. | Use [Question Stems: 1st Grade ELA](https://navigator.fcps.net/storage/6794/PFzZd4Rx0eTBSrEskv1jAKyMP4sFVO-metaMXN0IEdyYWRlIEVMQSBRdWVzdGlvbiBTdGVtcyAyMDI0IEZpbmFsLnBkZg%3D%3D-.pdf) to supplement lessons as needed for this standard.  | **Ask and Answer Questions**Unit 4 Week 2 Day 3 Lesson 3: pp. 246-247Unit 4 Week 3 Day 4 Lesson 3: pp. 304-305Unit 8 Week 1 Day 1 Lesson 4: pp. 182-183Unit 8 Week 3 Day 1 Lesson 3: pp. 278-279Unit 10 Week 1 Day 1 Lesson 4: pp. 182-183**Ask Questions**Unit 9 Week 3 Day 1 Lesson 3: pp. 120-121**Inferences**Unit 2 Week 1 Day 1 Lesson 4: pp. 182-183Unit 2 Week 2 Day 1 Lesson 3: pp. 230-231 |
| **RI.1.1** With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text. | **Inferences**Unit 5 Week 1 Day 1 Lesson 4: pp. 24-25Unit 5 Week 2 Day 1 Lesson 3: pp. 72-73 | **Ask and Answer Questions**Unit 1 Week 2 Day 1 Lesson 3: pp. 72-73Unit 3 Week 1 Day 2 Lesson 3: pp. 32-33 Unit 3 Week 1 Day 5 Lesson 3: pp. 58-59Unit 3 Week 2 Day 5 Lesson 3: pp. 106-107Unit 3 Week 3 Day 4 Lesson 3: pp. 146-147Unit 7 Week 2 Day 1 Lesson 3: pp. 72-73Unit 7 Week 3 Day 1 Lesson 3: pp. 120-121Unit 8 Week 2 Day 1 Lesson 3: pp. 230-231Unit 10 Week 3 Day 1 Lesson 3: pp. 278-279**Ask Questions**Unit 9 Week 2 Day 1 Lesson 3: pp. 72-73 |
| **RL.1.2** With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral. | Unit 6 Week 1 Day 2 Lesson 3: pp. 190-191Unit 6 Week 1 Day 4 Lesson 3: pp. 208-209**Understand the Central Message or Lesson**Unit 6 Week 2 Day 4 Lesson 3: pp. 256-257 Unit 6 Week 3 Day 4 Lesson 3: pp. 304-305  | Unit 8 Week 3 Day 3 Lesson 3: pp. 294-295Unit 9 Week 3 Day 2 Lesson 3: pp. 128-129**Retell stories including key details**Unit 1 Week 1 Day 5 Lesson 3: pp. 58-59 Unit 2 Week 2 Day 2 Lesson 3: pp. 238-239 Unit 8 Week 1 Day 2 Lesson 3: pp. 190-191 Unit 8 Week 3 Day 2 Lesson 3: pp. 286-287 |
| **RI.1.2** With prompting and support, recognize key details from a summary to demonstrate understanding of the centralidea of a text. | Unit 5 Week 1 Day 2 Lesson 3: pp. 32-33Unit 5 Week 2 Day 2 Lesson 3: pp. 80-81 | Unit 1 Week 1 Day 2 Lesson 3: pp. 32-33Unit 1 Week 2 Day 2 Lesson 3: pp. 80-81Unit 7 Week 1 Day 2 Lesson 3: pp. 32-33Unit 7 Week 2 Day 2 Lesson 3: pp. 80-81Unit 8 Week 2 Day 5 Lesson 3: pp. 264-265Unit 9 Week 1 Day 2 Lesson 3: pp. 32-33Unit 9 Week 2 Day 2 Lesson 3: pp. 80-81 |
| **RL.1.3** Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development. | **Describe Characters**Unit 6 Week 1 Day 3 Lesson 3: pp. 198-199 Unit 6 Week 2 Day 3 Lesson 3: pp. 246-247Unit 6 Week 3 Day 2 Lesson 3: pp. 286-287 **Describe Major Events**Unit 6 Week 2 Day 2 Lesson 3: pp. 238-239Unit 6 Week 3 Day 3 Lesson 3: pp. 294-295 | **Describe Characters**Unit 2 Week 1 Day 2 Lesson 3: pp. 190-191 Unit 2 Week 2 Day 4 Lesson 3: pp. 256-257 Unit 2 Week 3 Day 2 Lesson 3: pp. 286-287 **Describe Settings**Unit 4 Week 1 Day 3 Lesson 3: pp. 198-199 Unit 4 Week 2 Day 4 Lesson 3: pp. 256-257Unit 10 Week 2 Day 4 Lesson 3: pp. 256-257**Describe Major Events**Unit 2 Week 1 Day 3 Lesson 3: pp. 198-199 Unit 2 Week 1 Day 5 Lesson 3: pp. 216-217Unit 2 Week 2 Day 2 Lesson 3: pp. 238-239 Unit 2 Week 2 Day 3 Lesson 3: pp. 246-247 Unit 2 Week 3 Day 3 Lesson 3: pp. 294-295 Unit 8 Week 1 Day 2 Lesson 3: pp. 190-191 Unit 8 Week 3 Day 2 Lesson 3: pp. 286-287 **Describe Characters and Major Events**Unit 4 Week 2 Day 2 Lesson 3: pp. 238-239Unit 4 Week 3 Day 3 Lesson 3: pp. 294-295 Unit 9 Week 3 Day 3 Lesson 3: pp. 136-137 |
| **RI.1.3** With prompting and support, identify the connection between individuals, events, ideas, or pieces of information over the course of a text. | Unit 5 Week 2 Day 5 Lesson 3: pp. 106-107 | Unit 1 Week 1 Day 3 Lesson 3: pp 40-41Unit 1 Week 2 Day 3 Lesson 3: pp. 88-89 Unit 1 Week 2 Day 4 Lesson 3: pp. 98-99Unit 7 Week 3 Day 4 Lesson 3: pp. 146-147Unit 8 Week 2 Day 4 Lesson 3: pp. 256-257Unit 9 Week 1 Day 3 Lesson 3: pp. 40-41Unit 9 Week 2 Day 3 Lesson 3: pp. 88-89 |
| **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning. | Supports* **RL.1.1- This skill enhances students’ capacity to ask and answer questions directly related to the text and make logical inferences based on the emotional and sensory cues present, thus aiding in constructing a comprehensive understanding of the text.**
* **RL.1.3- By recognizing words that evoke feelings or engage the senses, students gain insights into the characters, settings, and events within the story. This understanding allows them to use key details to vividly describe and interpret the story's elements.**
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| **RI.1.5** Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text. | Unit 5 Week 2 Day 4 Lesson 3: pp. 98-99 | Unit 3 Week 2 Day 4 Lesson 3: pp. 98-99Unit 7 Week 1 Day 3 Lesson 3: pp. 40-41Unit 7 Week 1 Day 5 Lesson 3: pp. 58-59Unit 7 Week 2 Day 3 Lesson 3: pp. 88-89Unit 7 Week 2 Day 4 Lesson 3: pp. 98-99Unit 7 Week 3 Day 2 Lesson 3: pp. 128-129Unit 10 Week 3 Day 3 Lesson 3: pp. 294-295 |
| **RI.1.7** Use the visuals and details in a text to describe its key ideas.  | Unit 5 Week 1 Day 2 Lesson 3: pp. 32-33 | Unit 3 Week 1 Day 3 Lesson 3: pp. 40-41Unit 3 Week 2 Day 2 Lesson 3: pp. 80-81Unit 3 Week 3 Day 2 Lesson 3: pp. 128-129Unit 5 Week 2 Day 3 Lesson 3: pp. 88-89Unit 8 Week 2 Day 3 Lesson 3: pp. 246-247 Unit 10 Week 1 Day 5 Lesson 3: pp. 216-217Unit 10 Week 3 Day 2 Lesson 3: pp. 286-287 |
| **RL.1.9** Compare/contrast the adventures and experiences of characters in stories. | Supports* RL.1.3- This standard focuses on developing students' ability to describe characters in stories, which can complement RL.1.9 by providing a foundation for understanding characters' adventures and experiences.
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| **RI.1.9** Identify information from two or more texts on similar themes or topics. | Supports* RI.1.1- By identifying similarities and differences between two texts on the same topic, students can ask and answer questions about key details in a text, fostering a deeper understanding of the material.
* RI.1.2- Comparing texts on similar themes or topics allows students to identify the main topic and retell key details from each text, strengthening their comprehension and summarization skills.
* RI.1.3- Analyzing the information from multiple texts enables students to describe connections between individuals, events, ideas, or pieces of information, enhancing their ability to make inferences and draw conclusions.
* RI.1.7- This standard emphasizes the importance of using illustrations and text details to comprehend and describe the main ideas presented in a text. It can support students in comparing information from multiple texts by analyzing key ideas.
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| **RL.1.10/RI.1.10:** With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex texts.  | Supports all RL and RI standards. |
| **C.1.2** Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | **Name a Topic**Unit 5 Week 1 Day 2 Lesson 4: pp. 34-35 Unit 5 Week 1 Day 3 Lesson 5: pp. 44-45**Supply Some Facts About the Topic**Unit 5 Week 1 Day 4 Lesson 4: pp. 52-53**Name a Topic and Supply Some Facts About the Topic**Unit 5 Week 1 Day 5 Lesson 4: pp. 60-61Unit 5 Week 2 Day 1 Lesson 4: pp. 74-75**Name a Topic, Supply Some Facts About the Topic, and Provide Some Sense of Closure**Unit 5 Week 2 Day 2 Lesson 4: pp. 82-83  | **Name a Topic**Unit 3 Week 1 Day 1 Lesson 5: pp. 26-27 Unit 3 Week 2 Day 1 Lesson 4: pp. 74-75 **Name a Topic and Supply Some Facts About the Topic**Unit 3 Week 1 Day 2 Lesson 4: pp. 34-35 Unit 3 Week 2 Day 2 Lesson 4: pp. 82-83 Unit 3 Week 2 Day 3 Lesson 5: pp. 92-93 **Name a Topic, Supply Some Facts About the Topic, and Provide Some Sense of Closure**Unit 3 Week 1 Day 3 Lesson 5: pp. 44-45 Unit 3 Week 2 Day 4 Lesson 4: pp. 100-101 |
| **C.1.1** Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. | * *While this standard is not essential in this unit, teachers may choose to also work on this type of writing.*
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| **C.1.4** With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. | Supports* C.1.2- By integrating digital resources and peer collaboration, students can enhance their writing processes, engage with diverse perspectives, and create informative and coherent texts that effectively convey information on a given topic.
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| **C.1.5** With guidance and support, participate in shared research and writing projects. | Supports* C.1.2- Shared projects in 1st grade help students work together on research, understand text structures, improve writing skills, and think critically about information they present.
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| **L.1.1** When writing or speaking,demonstrate appropriate use of: a. common, proper, and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | * Writing and Language Lessons
 | * Writing and Language Lessons
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| **L.1.2** When writing:1. Capitalize proper nouns, including but not limited to dates and names of people.
2. Demonstrate appropriate use of end punctuation.
3. With prompting and support, produce and write commas in dates and to separate single words in a series.
4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 | * Writing and Language Lessons
 | * Writing and Language Lessons
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| **L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies:1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Identify common affixes and how they change the meaning of a word.
3. With guidance and support, identify frequently occurring root words and their inflectional forms.
4. Use words and phrases acquired through conversations, reading, and being read to, responding to texts, including using frequently occurring conjunctions, to signal simple relationships.
 | * Writing and Language Lessons
 | * Writing and Language Lessons
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