AHAVA HOME LEARNING ACADEMY

Grade 1 English Language Arts

Ten-Week Teacher Answer and Instruction Companion

Supplementary original reading passages and response activities. Use with the published Grade 1 Reading Foundations and ELA chapter lessons.

This is not a replacement for the complete year-long curriculum or an independent Alabama standards certification.

Keep completed student work and performance records private.

Week 1: Short vowels and careful listening

Read or listen to the passage. Then answer the questions using details from the text.

Sam has a red bag. In the bag is a map and a pen. Sam sits on a log by the pond. He marks a path on the map. Then he puts the map back in the bag.

Comprehension questions

1. What two things are in the bag?

Accepted answer: A map and a pen

2. Where does Sam sit?

Accepted answer: On a log by the pond

3. What does he do with the map?

Accepted answer: He marks a path, then puts it away

Writing and speaking

Write two sentences about a useful thing you keep in a bag. Use capitals and ending marks.

Teacher routine: model the target reading pattern with different words; read the passage aloud if decoding is not yet accessible; discuss evidence; allow an independent response; record assistance separately.

Suggested scoring: three comprehension items, 1 point each. Writing: 1 point for relevant content, 1 for complete sentences, 1 for appropriate conventions, 1 for meeting the prompt. Total: 7 points. Adjust accommodations without conflating reading and content understanding.

Next step: if a learner misses an item, reteach using a fresh example and reassess with a different passage.

Week 2: Digraphs and story order

Read or listen to the passage. Then answer the questions using details from the text.

Chad and Shay walk to the shed. They find a brush and a small shovel. First, they sweep the path. Next, they dig a shallow hole for a plant. Last, they wash their hands.

Comprehension questions

1. Where do Chad and Shay go?

Accepted answer: The shed

2. What do they use to sweep?

Accepted answer: A brush

3. What happens last?

Accepted answer: They wash their hands

Writing and speaking

Write three sentences using first, next, and last.

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Week 3: Word patterns and details

Read or listen to the passage. Then answer the questions using details from the text.

A bird rests on a branch. The morning air is cool. The bird hears a sound near the grass. It turns its head and sees a worm. Then the bird flies to another tree.

Comprehension questions

1. Where does the bird rest?

Accepted answer: On a branch

2. What is the morning air like?

Accepted answer: Cool

3. What does the bird see?

Accepted answer: A worm

Writing and speaking

Describe a bird using two accurate details and one complete sentence.

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Week 4: Endings and sequence

Read or listen to the passage. Then answer the questions using details from the text.

Mina plants two seeds in pots. She waters them and places the pots near a window. Every day she checks the soil. After several days, one seed begins to sprout. Mina writes what she sees.

Comprehension questions

1. How many seeds does Mina plant?

Accepted answer: Two

2. Where are the pots placed?

Accepted answer: Near a window

3. What does Mina write?

Accepted answer: What she observes

Writing and speaking

Write a short true or imaginary planting story with a beginning, middle, and end.

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Week 5: Syllables and main idea

Read or listen to the passage. Then answer the questions using details from the text.

The town library has books about animals, weather, and space. Visitors can read at tables. A librarian helps people find information. Some libraries also offer story time. Rules and hours depend on the library.

Comprehension questions

1. Name two topics of books.

Accepted answer: Any two of animals, weather, space

2. Who helps people find information?

Accepted answer: A librarian

3. What is the main idea?

Accepted answer: Libraries provide books and help people find information

Writing and speaking

Write an informational sentence about a library and one supporting detail.

Teacher routine: model the target reading pattern with different words; read the passage aloud if decoding is not yet accessible; discuss evidence; allow an independent response; record assistance separately.

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Week 6: Contractions and editing

Read or listen to the passage. Then answer the questions using details from the text.

It is raining, so Jo cannot play outside yet. She does not feel bored. Jo reads a book and draws a picture of the clouds. When the rain stops, she puts on her shoes and goes for a walk.

Comprehension questions

1. Why does Jo stay inside?

Accepted answer: It is raining

2. What two things does she do inside?

Accepted answer: Reads and draws

3. What changes before her walk?

Accepted answer: The rain stops

Writing and speaking

Rewrite it is, cannot, and does not as contractions. Then edit one sentence for punctuation.

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Week 7: Story elements and evidence

Read or listen to the passage. Then answer the questions using details from the text.

Nia wants to build a paper bridge. Her first bridge bends under a toy car. She folds a new piece of paper into ridges. This bridge holds the car. Nia smiles and shows her brother what changed.

Comprehension questions

1. What problem does Nia face?

Accepted answer: The first bridge bends

2. What does she change?

Accepted answer: She folds paper into ridges

3. Which detail shows her second bridge works?

Accepted answer: It holds the toy car

Writing and speaking

Write an opinion about trying again after a mistake. Give one reason.

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Week 8: Compare texts and vocabulary

Read or listen to the passage. Then answer the questions using details from the text.

Story: Eli sees a frog beside the pond and sketches it in a notebook. Information: Frogs are amphibians. Many frogs begin life in water as tadpoles. Different species live in different places.

Comprehension questions

1. Who sketches a frog?

Accepted answer: Eli

2. Which part gives general facts?

Accepted answer: The information section

3. What topic do both parts share?

Accepted answer: Frogs

Writing and speaking

Write one sentence explaining how a story differs from an information passage.

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Week 9: Procedures and clear directions

Read or listen to the passage. Then answer the questions using details from the text.

To make a paper bookmark, first choose a strip of sturdy paper. Next, write a title on it. Then draw a small picture. Last, place it between the pages of a book. Ask an adult before using scissors.

Comprehension questions

1. What is the first step?

Accepted answer: Choose sturdy paper

2. When do you draw a picture?

Accepted answer: After writing a title

3. Why is order important in directions?

Accepted answer: It helps the reader follow the process

Writing and speaking

Write four numbered steps for a safe activity you know.

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Week 10: Review, research, and evidence

Read or listen to the passage. Then answer the questions using details from the text.

A class wonders which materials can be reused. Their teacher gives them two information cards. Card A says clean paper can often be recycled. Card B says many glass containers can be reused if washed and checked for damage. Local recycling rules vary.

Comprehension questions

1. What does Card A say?

Accepted answer: Clean paper can often be recycled

2. What does Card B say?

Accepted answer: Many glass containers can be reused if safe and clean

3. Do the cards give your town recycling rules?

Accepted answer: No, local rules vary

Writing and speaking

Write two complete sentences naming Card A or Card B as your source. Ask one unanswered question.

Teacher routine: model the target reading pattern with different words; read the passage aloud if decoding is not yet accessible; discuss evidence; allow an independent response; record assistance separately.

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