

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Learning Outcome	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<ul style="list-style-type: none"> Build foundational reading skills. 	<ul style="list-style-type: none"> NWEA Assessment Fountas and Pinnell Benchmark Assessment Running records 	
Print Concepts <ul style="list-style-type: none"> Directionality Print Left to right Top to bottom 	1.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<ul style="list-style-type: none"> Point to where to start reading. Point to each word or read a text that contains a return sweep. 	<ul style="list-style-type: none"> Benchmark 	<ul style="list-style-type: none"> Print Top Bottom Left Right
<ul style="list-style-type: none"> Letter Word 	1.RF.2.2: Recognize that written words are made up of sequences of letters.	<ul style="list-style-type: none"> Point to a word. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Letter Word Space
<ul style="list-style-type: none"> Sentence Capitalization First word Punctuation 	1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> Point to the capital letter of the first word of a simple sentence. Point to the ending punctuation of a simple sentence. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sentence Capital First word Punctuation

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Print Concepts	1.RF.2.3: (cont.)	<ul style="list-style-type: none"> Point to the beginning (first word) and end (last word) of a simple sentence. 		
<ul style="list-style-type: none"> Alphabetical order 	1.RF.2.4: Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> State that words are arranged in alphabetical order or ABC order using the classroom name chart and/or word wall. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Alphabet Alphabetical order
Phonological Awareness	1.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> Locate words that rhyme in a poem or text. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Rhyme
<ul style="list-style-type: none"> Sound Consonant Consonant blend Syllable 	1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<ul style="list-style-type: none"> Blend sounds to produce single- and multi-syllable words. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sound Syllable
<ul style="list-style-type: none"> Sound Syllable 	1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	<ul style="list-style-type: none"> Orally add and substitute sounds to change single-syllable words. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sound Syllable Add
<ul style="list-style-type: none"> Beginning sound Middle sound Final sound Syllable Word 	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<ul style="list-style-type: none"> State the beginning, middle, and final sound of a single-syllable word. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Beginning sound Middle sound Final/ending sound Syllable Word

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Phonological Awareness <ul style="list-style-type: none"> Individual sound 	1.RF.3.5: Segment the individual sounds in one-syllable words.	<ul style="list-style-type: none"> State the individual sounds in a one-syllable word. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sound Word
Phonics <ul style="list-style-type: none"> Letter-sound knowledge Decoding phonetically regular words 	1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her),	<ul style="list-style-type: none"> Use letter-sound knowledge of consonants, digraphs, and short vowels to decode phonetically regular words (CVC). 	<ul style="list-style-type: none"> Observation Oral phonics test 	<ul style="list-style-type: none"> Letter Sound Consonant Vowel Digraph
<ul style="list-style-type: none"> One-syllable word pattern 	1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	<ul style="list-style-type: none"> Read l, a, and CVC words in isolation. 	<ul style="list-style-type: none"> Observation Phonics test 	<ul style="list-style-type: none"> Consonant Vowel Pattern Word family
<ul style="list-style-type: none"> High-frequency/sight words 	1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said)	<ul style="list-style-type: none"> Read common and irregularly spelled high-frequency words by sight. 	<ul style="list-style-type: none"> K-1 high-frequency word list test (Quarter 1 list) 	<ul style="list-style-type: none"> Sight word
<ul style="list-style-type: none"> Word family 	1.RF.4.5: Read words in common word families (e.g., -at, -ate)	<ul style="list-style-type: none"> Read words in common word families with a CVC pattern. 	<ul style="list-style-type: none"> Observation Phonics test 	<ul style="list-style-type: none"> Word family
<ul style="list-style-type: none"> Root word Affix Plural Verb Comparative Compound word Contraction 	1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est) and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	<ul style="list-style-type: none"> Read grade-appropriate root words with -ing endings (e.g., looking, seeing, etc.) 	<ul style="list-style-type: none"> Observation or phonics test 	<ul style="list-style-type: none"> Root word Ending

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Fluency <ul style="list-style-type: none"> Grade-level text Expression Comprehension Independent level 	1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> Orally read grade-level appropriate or higher texts smoothly and accurately. Use punctuation to read with expression. 	<ul style="list-style-type: none"> Observation Benchmark Running Record 	<ul style="list-style-type: none"> Expression Punctuation
READING: LITERATURE				
Learning Outcome	1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	<ul style="list-style-type: none"> With support, read and comprehend literature that is grade-level appropriate. 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Question Main idea Key details 	1.RL.2.1: Ask and answer questions about main idea and key details in a text.	<ul style="list-style-type: none"> Answer a question about the main idea of a text. Answer a question about a key detail in a text. 	<ul style="list-style-type: none"> Observation Discussion 	<ul style="list-style-type: none"> Main idea Detail
<ul style="list-style-type: none"> Story Fable Fairy tale Sequence Detail Central message Lesson 	1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> Orally or visually retell stories or fairy tales in a sequential order with some detail. Orally or visually (with pictures) retell stories in a sequential order with some detail. Orally or visually (with pictures) retell fairy tales in a sequential order with some detail. 	<ul style="list-style-type: none"> Observation Discussion Benchmark 	<ul style="list-style-type: none"> Story Fairy tale Order Beginning, middle, end Detail

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
<ul style="list-style-type: none"> • Key details • Plot • Character • Setting 	<p>1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.</p>	<ul style="list-style-type: none"> • Retell stories including: <ul style="list-style-type: none"> – Some characters, – Some events – Where the story takes place. 	<ul style="list-style-type: none"> • Discussion • Observation • Benchmark 	<ul style="list-style-type: none"> • Detail • Event • Character • Setting
<ul style="list-style-type: none"> • Prediction • Story 	<p>1.RL.2.4: Make and confirm predictions about what will happen next in a story.</p>	<ul style="list-style-type: none"> • Predict what will happen next in a story. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Predict
<p>Structural Elements and Organization</p> <ul style="list-style-type: none"> • Narrative text • Genre 	<p>1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<ul style="list-style-type: none"> • Name the characters of a storybook. • State beginning, middle, and ending events in a storybook. • State the setting of a storybook. • State rhyming words when heard in a nursery rhyme. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Storybook • Nursery rhyme • Rhyming words
<p>Synthesis and Connection of Ideas</p> <ul style="list-style-type: none"> • Illustrations • Details • Story • Characters • Setting • Events 	<p>1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> • Describe characters, setting, and events of a story using illustrations and details of the story. • Describe characters, setting, and events using illustrations. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Illustration • Detail • Character • Setting • Event • Describe

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Learning Outcome	1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	<ul style="list-style-type: none"> Read and comprehend nonfiction texts that are grade-level appropriate. 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Question Key detail 	1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	<ul style="list-style-type: none"> Stop when text does not make sense. Ask and answer questions about what does not make sense. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Making sense Understand Question Details
<ul style="list-style-type: none"> Retell Main idea Key detail 	1.RN.2.2: Retell main ideas and key details of a text.	<ul style="list-style-type: none"> State the main idea of a text. State some key details of a text. 	<ul style="list-style-type: none"> Discussion Observation Benchmark 	<ul style="list-style-type: none"> Main idea Detail
Structural Elements and Organization <ul style="list-style-type: none"> Text feature Key facts Information 	1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> Identify illustrations and labels in text. Read and use simple labels for illustrations. 	<ul style="list-style-type: none"> Discussion Observation 	<ul style="list-style-type: none"> Label Illustration
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Similarities Differences 	1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> State similarities and differences between two texts on the same topic. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Same Different

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				
Learning Outcome	1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<ul style="list-style-type: none"> Build and apply vocabulary. 		
Vocabulary Building <ul style="list-style-type: none"> Context clues Text features Unknown word 	1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<ul style="list-style-type: none"> Use illustrations to figure out an unknown word in a sentence. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Illustrations Word you don't know
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Feelings Senses 	1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<ul style="list-style-type: none"> State words in a text that suggest feelings. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Senses Feelings
<ul style="list-style-type: none"> Question Meaning Words and phrases Literature Nonfiction 	1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<ul style="list-style-type: none"> Stop when words or phrases do not make sense. Answer questions about the meaning of words and phrases. 	<ul style="list-style-type: none"> Discussion Observation 	<ul style="list-style-type: none"> Question Meaning Nonfiction story Story

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Learning Outcome	1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	<ul style="list-style-type: none"> • Draw and write routinely for a variety of purposes and audiences. 	<ul style="list-style-type: none"> • CCSC Writing Assessment 	
Handwriting <ul style="list-style-type: none"> • Uppercase letters • Lowercase letters • Spacing 	1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> • Write uppercase and lowercase letters legibly. • Write with spaces between words. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Uppercase letter • Lowercase letter • Space
<ul style="list-style-type: none"> • Directionality • Left to right • Top to bottom 	1.W.2.2: Write by moving from left to right and top to bottom.	<ul style="list-style-type: none"> • Write words and sentences left to right and top to bottom. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Left • Right • Top • Bottom
Writing Genres: Narrative <ul style="list-style-type: none"> • Topic • Idea • Story • Poem • Character • Action • Temporal word • Order 	1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	<ul style="list-style-type: none"> • Generate topics for writing stories. • Discuss how writers get ideas. • Write topics for writing stories in a writing workshop notebook. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Idea • Topic • Story

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
The Writing Process	1.W.4: Apply the writing process to: <ul style="list-style-type: none"> With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. Use available technology to publish legible documents. 	<ul style="list-style-type: none"> Choose a topic for writing. Organize narrative writing by using a beginning, middle, end format with support. Use the smartboard or other available technology as a class to publish ideas for writing. 	<ul style="list-style-type: none"> Observation CCSC Writing Assessment 	<ul style="list-style-type: none"> Topic Idea Beginning, middle, end Graphic organizer
Conventions of Standard English Grammar and Usage	1.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct grammar in daily work. 		
Conventions <ul style="list-style-type: none"> Sentence Common noun Proper noun Personal noun 	1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal nouns.	<ul style="list-style-type: none"> Say sentences that include common and proper nouns and personal pronouns. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sentence

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Conventions - Usage <ul style="list-style-type: none"> • Complete sentences • Declarative sentence • Interrogative sentence • Imperative sentence • Exclamatory sentence 	1.W.6.1e: Usage- Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> • Put words in order to make a grammatically correct sentence. (ex. wagon The red is). • Write a simple declarative complete sentence. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Complete sentence
Capitalization Punctuation Spelling	1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: (see below)	<ul style="list-style-type: none"> • Use correct capitalization, punctuation and spelling in daily work. 		
<ul style="list-style-type: none"> • Capitalization • First word • Date • Names of people • Pronoun I 	1.W.6.2a: Capitalization – capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	<ul style="list-style-type: none"> • Point to the first word of a sentence. • Write the pronoun I with a capital letter. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • First word • Capital I • Uppercase I
<ul style="list-style-type: none"> • Spelling • Inventive spelling • Spelling patterns • High-frequency word 	1.W.6.2: Spelling <ul style="list-style-type: none"> • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. 	<ul style="list-style-type: none"> • Use inventive spelling and known high-frequency words in writing. 	<ul style="list-style-type: none"> • Observation • CCSC Writing Assessment 	<ul style="list-style-type: none"> • Spell • Sight words

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Learning Outcome	1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Use active listening to communicate effectively. 		
Discussion and Collaboration <ul style="list-style-type: none"> Conversation Topic Text 	1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> Talk with adults and peers in large and small groups about grade level topics and texts. 	<ul style="list-style-type: none"> Discussion Observation 	<ul style="list-style-type: none"> Discuss Topic
<ul style="list-style-type: none"> Taking turns Topic Ideas 	1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	<ul style="list-style-type: none"> Turn and talk with a partner about a topic or task. Take turns speaking. Add an idea to a topic of conversation. 	<ul style="list-style-type: none"> Observation Partner/small group work 	<ul style="list-style-type: none"> Take turns Topic Idea Discussion
<ul style="list-style-type: none"> Question Information 	1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	<ul style="list-style-type: none"> Discuss how listeners stop and ask a question when information is not clear during a discussion. Discuss and state different questions that might help a listener clarify information. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Question Information Discuss

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> • Conversation • Comment 	1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<ul style="list-style-type: none"> • Discuss comments of others. • Take turns and talk with a partner or small group to build on a comment. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Conversation • Respond
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> • Three-step direction • Four-step direction 	1.SL.4.3: Give and follow three- and four-step directions.	<ul style="list-style-type: none"> • Follow three-step directions using pictures. • Give three-step directions using pictures. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Direction • Follow
MEDIA LITERACY				
Learning Outcome	1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<ul style="list-style-type: none"> • Discuss the meaning of media. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Media
Media Literacy <ul style="list-style-type: none"> • Media • Questions 	1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<ul style="list-style-type: none"> • Name some different types of media. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Book • Chart • Magazine • Computer • Website • Newspaper

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: FIRST

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2016-2017

GRADING PERIOD: QUARTER 2

MASTER COPY 6-6-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING FOUNDATIONS				
Learning Outcome	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<ul style="list-style-type: none"> Build foundational reading skills. 	<ul style="list-style-type: none"> NWEA Assessment Fountas and Pinnell Benchmark Assessment Running records 	
Print Concepts <ul style="list-style-type: none"> Directionality Print Left to right Top to bottom 	1.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<ul style="list-style-type: none"> Read with correct directionality with or without pointing. 	<ul style="list-style-type: none"> Benchmark 	
<ul style="list-style-type: none"> Letter Word 	1.RF.2.2: Recognize that written words are made up of sequences of letters.	<ul style="list-style-type: none"> Point to a word and show the space before and after the word. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Letter Word Space
<ul style="list-style-type: none"> Sentence Capitalization First word Punctuation 	1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> Point to the capital letter of the first word of a sentence on longer sentences. Point to the ending punctuation on longer sentences. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sentence Capital First word Punctuation

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Print Concepts	1.RF.2.3: (cont.)	<ul style="list-style-type: none"> Point to the capital letter of the first word and the ending punctuation of each sentence in text with multiple sentences. 		
<ul style="list-style-type: none"> Alphabetical order 	1.RF.2.4: Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> Arrange a series of three words with different first letters in alphabetical order. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Alphabet Alphabetical order
Phonological Awareness	1.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> Locate words that rhyme in a poem or text and tell another word that rhymes. Given a one-syllable word, state another word that rhymes. 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> Sound Consonant Consonant blend Syllable 	1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<ul style="list-style-type: none"> Blend sounds, including consonant blends, to produce single- and multi-syllable words. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Syllable Blend
<ul style="list-style-type: none"> Sound Syllable 	1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	<ul style="list-style-type: none"> Orally delete sounds to change single-syllable words (looks without the – s is look; cat without the /c/ is at). 	<ul style="list-style-type: none"> Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
<ul style="list-style-type: none"> Beginning sound Middle sound Final sound Syllable Word 	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<ul style="list-style-type: none"> Given a single-syllable word, state if a sound is the beginning, middle, or final sound. Example: In the word, cat, is /t/ the beginning, middle, or final/ending sound? 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Beginning sound Middle sound Final/ending sound Syllable Word
Phonics <ul style="list-style-type: none"> Letter-sound knowledge Phonetically regular words 	1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<ul style="list-style-type: none"> Use letter-sound knowledge of hard and soft consonants, consonant blends, digraphs, and short and long vowels to decode phonetically regular words in isolation and text. 	<ul style="list-style-type: none"> Observation Phonics test 	<ul style="list-style-type: none"> Consonant Short vowels Long vowels Digraph Blend
<ul style="list-style-type: none"> One-syllable word pattern 	1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	<ul style="list-style-type: none"> Read l, a, CVC, and VCe words in isolation. 	<ul style="list-style-type: none"> Observation or phonics test 	<ul style="list-style-type: none"> Silent e rule (Bossy e rule)
<ul style="list-style-type: none"> High-frequency/sight words 	1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	<ul style="list-style-type: none"> Read common and irregularly spelled high-frequency words by sight. 	<ul style="list-style-type: none"> K-1 high-frequency word list test 	<ul style="list-style-type: none"> Sight word
<ul style="list-style-type: none"> Word family 	1.RF.4.5: Read words in common word families (e.g., -at, -ate).	<ul style="list-style-type: none"> Read words in common word families, including silent e words (VCe). 	<ul style="list-style-type: none"> Observation Phonics test 	<ul style="list-style-type: none"> Word family Silent e or Bossy e

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
<ul style="list-style-type: none"> • Root word • Affixes • Compound word • Contraction 	1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	<ul style="list-style-type: none"> • Read root words with –ed endings (ex. looked, jumped, etc.). • Read simple compound words. • Read simple contractions. 	<ul style="list-style-type: none"> • Observation • Phonics test 	<ul style="list-style-type: none"> • Root word • Ending • Compound word • Contraction
Fluency <ul style="list-style-type: none"> • Grade-level text • Expression • Comprehension • Independent level 	1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> • Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 	<ul style="list-style-type: none"> • Observation • Benchmark • Running Record 	<ul style="list-style-type: none"> • Expression • Punctuation • Fluency (sounds like talking)
READING: LITERATURE				
Learning Outcome	1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	<ul style="list-style-type: none"> • Read and comprehend literature that is grade-level appropriate. 	<ul style="list-style-type: none"> • Observation • Benchmark • Running Record 	
Key Ideas and Textual Support <ul style="list-style-type: none"> • Question • Main idea • Key details 	1.RL.2.1: Ask and answer questions about main idea and key details in a text.	<ul style="list-style-type: none"> • Answer a question about the main idea. • Answer a question about key details in a text. • State what you are wondering about. 	<ul style="list-style-type: none"> • Observation • Discussion 	<ul style="list-style-type: none"> • Main idea • Detail • Question • Wonder • Ask

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
<ul style="list-style-type: none"> • Story • Fable • Fairy tale • Sequence • Detail • Central message • Lesson 	1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • Orally or visually retell stories and fairy tales in a sequential order including key details about: <ul style="list-style-type: none"> – Characters, – Setting, – Beginning, middle, and ending events. • Explain the central message or lesson of a story or fairy tale. 	<ul style="list-style-type: none"> • Observation • Discussion • Benchmark 	<ul style="list-style-type: none"> • Story • Fairy tale • Order • Beginning, middle, end • Detail • Message • Lesson
Key Ideas and Textual Support <ul style="list-style-type: none"> • Key details • Plot • Character • Setting 	1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	<ul style="list-style-type: none"> • Retell stories including: <ul style="list-style-type: none"> – Main characters – Some events – Where the story takes place. • State the meaning of the setting of a story. 	<ul style="list-style-type: none"> • Discussion • Observation • Benchmark 	<ul style="list-style-type: none"> • Detail • Event • Character • Setting
<ul style="list-style-type: none"> • Prediction • Story 	1.RL.2.4: Make and confirm predictions about what will happen next in a story.	<ul style="list-style-type: none"> • Predict what will happen next in a story. • Confirm a prediction by locating evidence in a simple text. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Predict
Structural Elements and Organization <ul style="list-style-type: none"> • Narrative text • Genre 	1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> • State features of fairy tales. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Fairy tale

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Illustrations • Details • Story • Characters • Setting • Events 	1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> • Use the illustrations in a text to describe: <ul style="list-style-type: none"> – Characters – Setting – Events. 	<ul style="list-style-type: none"> • Discussion • Observation • Retell 	
Learning Outcome	1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	<ul style="list-style-type: none"> • Read and comprehend nonfiction that is grade-level appropriate. 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Question • Key detail 	1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	<ul style="list-style-type: none"> • Stop when text does not make sense. • Ask and answer questions about what does not make sense. • Use the text to confirm understanding the meaning of the story. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Support
<ul style="list-style-type: none"> • Retell • Main idea • Key detail 	1.RN.2.2: Retell main ideas and key details of a text.	<ul style="list-style-type: none"> • State the main idea of a text. • State most key details of a text. 	<ul style="list-style-type: none"> • Discussion • Observation • Benchmark 	
<ul style="list-style-type: none"> • Connection • Events • Ideas • Information 	1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Discuss how two individuals, events, ideas, or pieces of information connect. 	<ul style="list-style-type: none"> • Discussion • Observation • Graphic organizer 	<ul style="list-style-type: none"> • Describe • Connection • Event • Idea • Information

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Structural Elements and Organization <ul style="list-style-type: none"> • Text feature • Key facts • Information 	1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> • Identify a table of contents in a text. • Read and use a simple table of contents. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Table of contents
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Similarities • Differences 	1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> • State similarities and differences between two texts on the same topic. 	<ul style="list-style-type: none"> • Discussion • Graphic organizer 	<ul style="list-style-type: none"> • Same • Different
READING: VOCABULARY				
Learning Outcome	1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<ul style="list-style-type: none"> • Build and apply vocabulary. 		
Vocabulary Building <ul style="list-style-type: none"> • Context clues • Text features • Unknown word 	1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<ul style="list-style-type: none"> • Use illustrations, word clues, and sentence clues to figure out an unknown word in a sentence. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Word clues • Sentence clues
<ul style="list-style-type: none"> • Categories of words 	1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	<ul style="list-style-type: none"> • Name and sort pictures or words into categories (ex. person or animal; words that mean the same thing or words that mean different things). 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Sort • Kind of word

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Feelings Senses 	1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<ul style="list-style-type: none"> Identify and describe words and phrases in text that suggest feelings. Identify and describe words and phrases in text that suggest feelings or appeal to the senses. 	<ul style="list-style-type: none"> Discussion 	
<ul style="list-style-type: none"> Question Meaning Words and phrases Nonfiction 	1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<ul style="list-style-type: none"> Stop when words or phrases don't make sense. Ask questions to clarify the meaning. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Question Ask
WRITING				
Learning Outcome	1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	<ul style="list-style-type: none"> Draw and write routinely for a variety of purposes and audiences. 	<ul style="list-style-type: none"> CCSC Writing Assessment 	
Handwriting <ul style="list-style-type: none"> Uppercase letters Lowercase letters Spacing 	1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> Write sentences legibly with correct spacing. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Sentence
<ul style="list-style-type: none"> Directionality Left to right Top to bottom 	1.W.2.2: Write by moving from left to right and top to bottom.	<ul style="list-style-type: none"> Write words and sentences left to right with a correct return sweep and spacing. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Spacing

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
<p>Writing Genres:</p> <p>Narrative</p> <ul style="list-style-type: none"> • Topic • Idea • Story • Poem • Character • Action • Temporal word • Order 	<p>1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<ul style="list-style-type: none"> • Describe how writers tell stories in order with a beginning, middle, and ending. • Illustrate the beginning, middle, and ending of a story. • Write stories with some elements of a beginning, middle and ending order. • Participate in writing conferences with an organizational focus. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Organization • Beginning • Middle • Ending
<p>The Writing Process</p>	<p>1.W.4: Apply the writing process to:</p> <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents. 	<ul style="list-style-type: none"> • Organize narrative writing by using a beginning, middle, ending format. • Use a beginning, middle, ending graphic organizer. • Revise writing by adding details to pictures. • Edit writing by checking for capital letter at the beginning of a sentence and ending punctuation. • Participate in sharing for writing feedback. • Participate in writing conferences for feedback about ideas and organization. 	<ul style="list-style-type: none"> • Observation • CCSC Writing Assessment 	<ul style="list-style-type: none"> • Beginning, middle, ending • Graphic organizer • Revise • Capital letter • Ending punctuation • Sharing

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Conventions of Standard English Grammar and Usage	1.W.6.1: Demonstrate command of English grammar and usage.	<ul style="list-style-type: none"> Use correct grammar in daily work. 		
Conventions <ul style="list-style-type: none"> Common noun Proper noun Personal pronoun 	1.W.6.1a: Nouns/Pronouns- Writing sentences that include common and proper nouns and personal pronouns.	<ul style="list-style-type: none"> Write sentences that include common nouns, names, and I. 	<ul style="list-style-type: none"> CCSC Writing Assessment Observation 	<ul style="list-style-type: none"> Noun Name
Conventions - Usage <ul style="list-style-type: none"> Complete sentences Declarative sentence Interrogative sentence Imperative sentence Exclamatory sentence 	1.W.6.1e: Usage- Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> Write a complete, simple, exclamatory sentence. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Exclamation mark Exclamatory Exclamation
Capitalization Punctuation Spelling	1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: (see below)	<ul style="list-style-type: none"> Use correct capitalization, punctuation and spelling in daily work. 		
Conventions <ul style="list-style-type: none"> Capitalization First word Date Names of people Pronoun I 	1.W.6.2a: Capitalization – capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	<ul style="list-style-type: none"> Write the pronoun I and names of people with a capital letter. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Names of people

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Conventions of Standard English <ul style="list-style-type: none"> • Spelling • Inventive spelling • Spelling patterns • High-frequency word 	1.W.6.2c: Spelling <ul style="list-style-type: none"> • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. 	<ul style="list-style-type: none"> • Use inventive spelling for writing unknown words. • Write known high-frequency words in writing. • Use resources (e.g., word wall, spelling list) for spelling unknown common words. 	<ul style="list-style-type: none"> • Observation • CCSC Writing Assessment 	<ul style="list-style-type: none"> • Resource
SPEAKING AND LISTENING				
Learning Outcome	1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> • Use active listening to communicate effectively. 		
Discussion and Collaboration <ul style="list-style-type: none"> • Conversation • Topic • Text 	1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> • Talk with adults and peers in large and small groups about grade level topics and texts. • Discuss that a conversation involves speaking and listening and involves more than one exchange. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Conversation

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Learning Outcome	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<ul style="list-style-type: none"> • Build foundational reading skills. 	<ul style="list-style-type: none"> • NWEA Assessment 3 times per year • Fountas and Pinnell Benchmark Assessment • Running records 	
Print Concepts <ul style="list-style-type: none"> • Alphabetical order 	1.RF.2.4: Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> • Arrange a series of three words with same first letters in alphabetical order. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Alphabet • Alphabetical order
Phonological Awareness <ul style="list-style-type: none"> • Rhyme 	1.RF.3.1: Identify and produce rhyming words.	<ul style="list-style-type: none"> • Generate two words that rhyme. 	<ul style="list-style-type: none"> • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Phonics <ul style="list-style-type: none"> • Letter-sound knowledge • Consonant • Short vowel • Long vowel • Consonant blend • Digraph • Vowel team/vowel digraph • R-controlled vowel • Phonetically regular words 	1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<ul style="list-style-type: none"> • Use letter-sound knowledge of hard and soft consonants, consonant blends, digraphs, vowel teams, and short and long vowels to decode phonetically regular words in isolation and text. 	<ul style="list-style-type: none"> • Observation • Phonics test 	<ul style="list-style-type: none"> • Consonant • Short vowel • Long vowel • Digraph • Blend • Vowel team / vowel digraph
<ul style="list-style-type: none"> • One-syllable word pattern 	1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	<ul style="list-style-type: none"> • Read l, a, CVC, VCe, and one-syllable vowel team words (VV: ee, ea, oo, oa, ai, ay) in isolation. 	<ul style="list-style-type: none"> • Observation or phonics test 	<ul style="list-style-type: none"> • Silent e rule (Bossy e rule) • Vowel team / vowel digraph
<ul style="list-style-type: none"> • Final -e • Vowel team/vowel digraph • Long vowel sound 	1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.	<ul style="list-style-type: none"> • Write words that have a final –e pattern. • Write words that have vowel teams (ee, ay). 	<ul style="list-style-type: none"> • Observation or phonics test 	<ul style="list-style-type: none"> • Final –e /Silent –e /bossy –e • Vowel teams / vowel digraphs
<ul style="list-style-type: none"> • High-frequency/sight words 	1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	<ul style="list-style-type: none"> • Read common and irregularly spelled high-frequency words by sight. 	<ul style="list-style-type: none"> • K-1 high-frequency word list test 	<ul style="list-style-type: none"> • Sight word
<ul style="list-style-type: none"> • Word family 	1.RF.4.5: Read words in common word families (e.g., -at, -ate)	<ul style="list-style-type: none"> • Read words in common word families, including silent e words (VCe) and words with vowel teams (see, bee, tree). 	<ul style="list-style-type: none"> • Observation • Phonics test 	<ul style="list-style-type: none"> • Silent e / Bossy e • Vowel team

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
<ul style="list-style-type: none"> • Root word • Affixes • Compound word • Contraction 	<p>1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</p>	<ul style="list-style-type: none"> • Read comparative words that contain root words and -er and -est endings. • Read compound words. • Read contractions. 	<ul style="list-style-type: none"> • Observation • Phonics test 	<ul style="list-style-type: none"> • Compare
<p>Fluency</p> <ul style="list-style-type: none"> • Grade-level text • Expression • Comprehension • Independent level 	<p>1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> • Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 	<ul style="list-style-type: none"> • Observation • Benchmark • Running Record 	
READING: LITERATURE				
Learning Outcome	<p>1.RL.1: With support, read and comprehend literature that is grade-level appropriate.</p>	<ul style="list-style-type: none"> • Read and comprehend literature that is grade-level appropriate. 	<ul style="list-style-type: none"> • Observation • Benchmark • Running Record 	
<p>Key Ideas and Textual Support</p> <ul style="list-style-type: none"> • Question • Main idea • Key details 	<p>1.RL.2.1: Ask and answer questions about main idea and key details in a text.</p>	<ul style="list-style-type: none"> • Answer a question about the main idea. • Answer a question about key details in a text. • State what you are wondering about. 	<ul style="list-style-type: none"> • Observation • Discussion 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
<ul style="list-style-type: none"> • Story • Fable • Fairy tale • Sequence • Detail • Central message • Lesson 	1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • Orally or visually retell stories and fairy tales in a sequential order with details. Include key details about: <ul style="list-style-type: none"> – Characters, – Setting – Beginning, middle, and ending events • Explain the central message or lesson of a story or fairy tale. 	<ul style="list-style-type: none"> • Observation • Discussion • Benchmark 	
Key Ideas and Textual Support <ul style="list-style-type: none"> • Key details • Plot • Character • Setting 	1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	<ul style="list-style-type: none"> • Retell stories including: <ul style="list-style-type: none"> – Main characters – Key events – Where the story takes place • State the meaning of the word, setting. 	<ul style="list-style-type: none"> • Discussion • Observation • Benchmark 	<ul style="list-style-type: none"> • Detail • Event • Character • Setting
<ul style="list-style-type: none"> • Prediction • Story 	1.RL.2.4: Make and confirm predictions about what will happen next in a story.	<ul style="list-style-type: none"> • Predict what will happen next in a story. • Confirm a prediction by locating evidence in a simple text. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Predict
Structural Elements and Organization <ul style="list-style-type: none"> • Narrative text • Genre 	1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<ul style="list-style-type: none"> • Identify the basic characteristics of fairy tales, nursery rhymes, and storybooks. 	<ul style="list-style-type: none"> • Discussion • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Illustrations • Details • Story • Characters • Setting • Events 	1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> • Use the illustrations and details in a text to describe: <ul style="list-style-type: none"> – Characters – Setting – Events 	<ul style="list-style-type: none"> • Discussion • Observation • Retell 	
<ul style="list-style-type: none"> • Adventure • Experience • Character 	1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> • Describe a character’s adventure or experience. • Compare and contrast the adventures and experiences of characters. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Adventure • Experience • Character • Compare • Contrast
READING: NONFICTION				
Learning Outcome	1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	<ul style="list-style-type: none"> • Read and comprehend nonfiction that is grade-level appropriate 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Question • Key detail 	1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	<ul style="list-style-type: none"> • Stop when text does not make sense. • Ask and answer questions about what does not make sense to clarify understanding. • Use the text to confirm understanding the meaning of the story. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Support

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
<ul style="list-style-type: none"> Retell Main idea Key detail 	1.RN.2.2: Retell main ideas and key details of a text.	<ul style="list-style-type: none"> State the main idea of a text. State key details of a text. 	<ul style="list-style-type: none"> Discussion Observation Benchmark 	
<ul style="list-style-type: none"> Connection Events Ideas Information 	1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Explain how two individuals, events, ideas, or pieces of information connect. 	<ul style="list-style-type: none"> Discussion Observation Graphic organizer 	
Structural Elements and Organization <ul style="list-style-type: none"> Text feature Key facts Information 	1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> Identify the glossary in a text. Read and use a simple glossary. Use illustrations and a table of contents to locate and describe key facts or information in a text. 	<ul style="list-style-type: none"> Discussion Observation 	<ul style="list-style-type: none"> Glossary
<ul style="list-style-type: none"> Nonfiction text Sequential order Cause and effect 	1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	<ul style="list-style-type: none"> Explain the structure of several nonfiction books written in sequential order (examples: how to books, life cycle books, biography, etc.) 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Order / sequence
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Similarities Differences 	1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> State similarities and differences between two texts on the same topic. 	<ul style="list-style-type: none"> Discussion Graphic organizer 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				
Learning Outcome	1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<ul style="list-style-type: none"> • Build and apply vocabulary. 		
Vocabulary Building <ul style="list-style-type: none"> • Context clues • Text features • Unknown word 	1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<ul style="list-style-type: none"> • When reading just right texts, use illustrations, word clues, and sentence clues to figure out an unknown word in a sentence. • Use a glossary to figure out an unknown word. 	<ul style="list-style-type: none"> • Discussion • Observation of reading a just right text. 	<ul style="list-style-type: none"> • Glossary
<ul style="list-style-type: none"> • Categories of words 	1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	<ul style="list-style-type: none"> • Define antonym. • Define synonym. • Sort words into the categories of antonyms and synonyms. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Antonym • Synonym
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Feelings • Senses 	1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<ul style="list-style-type: none"> • Identify and describe words and phrases that suggest feelings or appeal to the senses using increasingly difficult text. 	<ul style="list-style-type: none"> • Discussion 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				
<ul style="list-style-type: none"> • Question • Meaning • Words and phrases • Nonfiction 	1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<ul style="list-style-type: none"> • Stop when words or phrases do not make sense. • Ask and answer questions to determine or clarify the meaning of words and phrases. 	<ul style="list-style-type: none"> • Discussion • Observation 	
WRITING				
Learning Outcome	1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	<ul style="list-style-type: none"> • Draw and write routinely for a variety of purposes and audiences. 	<ul style="list-style-type: none"> • CCSC Writing Assessment 	
Handwriting	1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> • Write multiple sentences legibly with correct spacing. 	<ul style="list-style-type: none"> • Observation 	
<ul style="list-style-type: none"> • Uppercase letters • Lowercase letters • Spacing 	1.W.2.2: Write by moving from left to right and top to bottom.	<ul style="list-style-type: none"> • Write words and multiple sentences left to right with a correct return sweep and spacing. 	<ul style="list-style-type: none"> • Observation 	
<ul style="list-style-type: none"> • Directionality • Left to right • Top to bottom 				
Writing Genres	1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g. a parent, classmate, etc. and give reasons why the proposal should be considered.	<ul style="list-style-type: none"> • Explain the meaning of a proposal. • Explain how an author of a particular text makes a proposal. • Explain how the author gives reasons why the proposal should be considered. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Proposal • Reason
Persuasive				
<ul style="list-style-type: none"> • Connected sentences • Proposal • Audience • Reason 				

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Informative <ul style="list-style-type: none"> • Topic sentence • Main idea 	1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	<ul style="list-style-type: none"> • Identify the topic sentence or main idea of a text. State facts or details about the topic. Identify the concluding statement of the text. • Write a nonfiction piece including a topic sentence, facts or details about the topic, and a concluding statement. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Informative writing • Topic sentence • Main idea • Facts / details • Concluding statement
Narrative <ul style="list-style-type: none"> • Topic • Idea • Story • Poem • Character • Action • Temporal word • Order 	1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	<ul style="list-style-type: none"> • Identify precise words writers use to describe characters and actions. • Write stories with some precise words used to describe characters or actions. • Participate in writing conferences with a precise vocabulary focus. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Precise words / WOW words

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
<p>The Writing Process</p> <ul style="list-style-type: none"> • Ideas • Topic • Purpose • Genre • Details • Sentence structure • Format • Convention • Capitalization • Punctuation • Feedback • Technology • Document 	<p>1.W.4: Apply the writing process to:</p> <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents. 	<p>With support:</p> <ul style="list-style-type: none"> • Organize narrative writing by using a beginning, middle, ending format. • Use a beginning, middle, ending graphic organizer. • Revise writing by adding details and pictures in narrative and informative writing. • Edit writing by checking for capital letter at the beginning of a sentence and ending punctuation. Edit writing by rereading to make sure it makes sense. • Participate in sharing for writing feedback. • Participate in writing conferences for feedback about precise vocabulary. • Publish writing. 	<ul style="list-style-type: none"> • Observation • CCSC Writing Assessment 	<ul style="list-style-type: none"> • Precise words / WOW words
<p>The Research Process</p> <ul style="list-style-type: none"> • Research • Topic • Source of Information • Graphic Organizer / aid • Presentation 	<p>1.W.5: With support, conduct simple research on a topic. Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.</p>	<p>With support:</p> <ul style="list-style-type: none"> • Choose a topic and locate sources of information on that topic. • Read information and organize the information using a graphic organizer. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Research • Topic • Information • Graphic organizer

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Conventions of Standard English Grammar and Usage	1.W.6.1: Demonstrate command of English grammar and usage.	<ul style="list-style-type: none"> Use correct grammar in daily work. 		
Conventions <ul style="list-style-type: none"> Common noun Proper noun Personal pronoun 	1.W.6.1a: Nouns/Pronouns- Writing sentences that include common and proper nouns and personal pronouns.	<ul style="list-style-type: none"> Write sentences that include common nouns, proper nouns, and personal pronouns. 	<ul style="list-style-type: none"> CCSC Writing Assessment Observation 	
<ul style="list-style-type: none"> Verbs Past Future 	1.W.6.1b: Verbs- writing sentences using verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> Identify and write verbs that convey the past, present, and future. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Verb Present Past Future
Usage <ul style="list-style-type: none"> Complete sentences Declarative sentence Interrogative sentence Imperative sentence Exclamatory sentence 	1.W.6.1e: Usage- Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> Write complete, simple, declarative and exclamatory sentences. Write a complete, simple question. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Question

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Capitalization Punctuation Spelling	1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: (see below)	<ul style="list-style-type: none"> Use correct capitalization, punctuation and spelling in daily work. 		
<ul style="list-style-type: none"> Capitalization First word Date Names of people Pronoun I 	1.W.6.2a: Capitalization – capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	<ul style="list-style-type: none"> Write the pronoun I and names of people with a capital letter. Write the first word of a sentence with a capital letter. 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> Punctuation Period Question mark Exclamation mark Sentence Comma Date Items in a series 	1.W.6.2b: Punctuation-Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series.	<ul style="list-style-type: none"> Write sentences with correct ending punctuation. Write the date using a comma. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Punctuation Period Question mark Exclamation mark Comma Date
<ul style="list-style-type: none"> Spelling Inventive spelling Spelling patterns High-frequency word 	1.W.6.2c: Spelling <ul style="list-style-type: none"> Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. 	<ul style="list-style-type: none"> Use inventive spelling for writing unknown words. Write known high-frequency words in writing. Use resources (e.g., word wall, spelling list) for spelling unknown common words. Correctly spell words with common spelling patterns (cvc, ccvc, cvce). 	<ul style="list-style-type: none"> Observation CCSC Writing Assessment 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Learning Outcome	1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Use active listening to communicate effectively. 		
Discussion and Collaboration <ul style="list-style-type: none"> Conversation Topic Text 	1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> Talk with adults and peers in large and small groups about grade level topics and texts. Discuss that a conversation involves speaking and listening and involves more than one exchange. 	<ul style="list-style-type: none"> Discussion Observation 	
Discussion and Collaboration <ul style="list-style-type: none"> Taking turns Topic Ideas 	1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	<ul style="list-style-type: none"> Turn and talk with a partner about a topic or task. Independently take turns speaking in small groups. Independently add an appropriate idea to a topic of conversation. 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> Question Information 	1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	<ul style="list-style-type: none"> Stop and ask a question when information about a topic or text is not clear during a discussion. 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> Conversation Comment 	1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<ul style="list-style-type: none"> Build on another person's talk in a discussion through multiple exchanges. 	<ul style="list-style-type: none"> Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Comprehension <ul style="list-style-type: none"> • Question • Key detail • Text • Information 	1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Listen to a text read aloud or information presented orally or through other media. • Ask or answer questions orally. 	<ul style="list-style-type: none"> • Discussion • Observation 	
<ul style="list-style-type: none"> • Question 	1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.	<ul style="list-style-type: none"> • Answer questions about what a speaker says. • Ask a question when a speaker says something that is not understood. 	<ul style="list-style-type: none"> • Discussion • Observation 	
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> • Sensory detail • People • Places • Things • Events 	1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	<ul style="list-style-type: none"> • Recite poems, rhymes, songs, and stories with appropriate language and volume. • Describe people, places, things, and events attending to sensory detail. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Voice • Volume • Describe
<ul style="list-style-type: none"> • Drawings • Visual displays • Information • Ideas • Thoughts • Feelings 	1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Draw a picture or use an object to clarify ideas, thoughts, or feelings when sharing information. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Display
<ul style="list-style-type: none"> • Three-step direction • Four-step direction 	1.SL.4.3: Give and follow three- and four-step directions.	<ul style="list-style-type: none"> • Follow three-step directions. • Give three-step directions. 	<ul style="list-style-type: none"> • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
MEDIA LITERACY				
Learning Outcome <ul style="list-style-type: none"> • Role • Media • Culture 	1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<ul style="list-style-type: none"> • Explain how media can be used to inform, entertain, and persuade. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Persuade
Media Literacy <ul style="list-style-type: none"> • Media • Questions 	1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<ul style="list-style-type: none"> • Ask and answer questions about what is read, heard, or viewed. 	<ul style="list-style-type: none"> • Discussion 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Learning Outcome	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<ul style="list-style-type: none"> • Build foundational reading skills. 	<ul style="list-style-type: none"> • NWEA Assessment 3 times per year • Fountas and Pinnell Benchmark Assessment • Running records 	
Print Concepts <ul style="list-style-type: none"> • Alphabetical order 	1.RF.2.4: Learn and apply knowledge of alphabetical order.	<ul style="list-style-type: none"> • Arrange any series of words in alphabetical order. 	<ul style="list-style-type: none"> • Observation 	
Phonics <ul style="list-style-type: none"> • Letter-sound knowledge • Consonant • Short vowel • Long vowel • Consonant blend • Digraph • Vowel team/vowel digraph • R-controlled vowel • Phonetically regular words 	1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<ul style="list-style-type: none"> • Use letter-sound knowledge of hard and soft consonants, consonant blends, digraphs, vowel teams, short and long vowels, and r controlled vowels (Vr) to decode phonetically regular words in isolation and text. 	<ul style="list-style-type: none"> • Observation • Phonics test 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
<ul style="list-style-type: none"> One-syllable word pattern 	<p>1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p>	<ul style="list-style-type: none"> Read one-syllable words in the major vowel syllable patterns (l, a, CVC, VCe, VV and CVr) in isolation. 	<ul style="list-style-type: none"> Observation or phonics test 	
<ul style="list-style-type: none"> Final -e Vowel team/vowel digraph Long vowel sound 	<p>1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p>	<ul style="list-style-type: none"> Write increasingly more difficult words that have a final –e pattern (including blends or consonant clusters). 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> High-frequency/sight words 	<p>1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).</p>	<ul style="list-style-type: none"> Read common and irregularly spelled high-frequency words by sight. 	<ul style="list-style-type: none"> K-1 high-frequency word list test 	
<ul style="list-style-type: none"> Word family 	<p>1.RF.4.5: Read words in common word families (e.g., -at, -ate).</p>	<ul style="list-style-type: none"> Read words in common word families, including silent e words (VCe), words with vowel teams (see, bee, tree), and r-controlled words (-ar). 	<ul style="list-style-type: none"> Observation Phonics test 	
<ul style="list-style-type: none"> Root word Affixes Compound word Contraction 	<p>1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</p>	<ul style="list-style-type: none"> Read comparative words that contain root words and -er and –est endings. Read compound words. Read increasingly difficult contractions (e.g., couldn't, they've). 	<ul style="list-style-type: none"> Observation or phonics test 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: FOUNDATIONS				
Fluency <ul style="list-style-type: none"> • Grade-level text • Expression • Comprehension • Independent level 	1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> • Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 	<ul style="list-style-type: none"> • Observation • Benchmark • Running Record 	
READING: LITERATURE				
Learning Outcome	1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	<ul style="list-style-type: none"> • Read and comprehend literature that is grade-level appropriate. 	<ul style="list-style-type: none"> • Observation • Benchmark • Running Record 	
Key Ideas and Textual Support <ul style="list-style-type: none"> • Question • Main idea • Key details 	1.RL.2.1: Ask and answer questions about main idea and key details in a text.	<ul style="list-style-type: none"> • Answer a question about the main idea. • Locate evidence in a text to support answers to questions about key details. • Ask a question about the main idea and key details in a text. 	<ul style="list-style-type: none"> • Observation • Discussion 	<ul style="list-style-type: none"> • Evidence • Support

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
<ul style="list-style-type: none"> • Story • Fable • Fairy tale • Sequence • Detail • Central message • Lesson 	<p>1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> • Orally or visually retell stories, fables, and fairy tales in a sequential order with details. Include key details about: <ul style="list-style-type: none"> – Characters, – Setting – Beginning, middle, and ending events. • Explain the central message or lesson of a story, fairy tale, and fable. 	<ul style="list-style-type: none"> • Observation • Discussion • Benchmark 	<ul style="list-style-type: none"> • Fable
<p>Key Ideas and Textual Support</p> <ul style="list-style-type: none"> • Key details • Plot • Character • Setting 	<p>1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.</p>	<ul style="list-style-type: none"> • Retell increasingly difficult stories including: <ul style="list-style-type: none"> – Main characters – Key events – Setting. 	<ul style="list-style-type: none"> • Discussion • Observation • Benchmark 	
<ul style="list-style-type: none"> • Prediction • Story 	<p>1.RL.2.4: Make and confirm predictions about what will happen next in a story.</p>	<ul style="list-style-type: none"> • Make and confirm predictions using increasingly difficult text. • Cite evidence in a text that confirms or changes a prediction. 	<ul style="list-style-type: none"> • Discussion 	
<p>Structural Elements and Organization</p> <ul style="list-style-type: none"> • Narrative text • Genre 	<p>1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<ul style="list-style-type: none"> • Identify the basic characteristics of fairy tales, nursery rhymes, and storybooks on increasingly difficult grade level text. 	<ul style="list-style-type: none"> • Discussion • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
<ul style="list-style-type: none"> Who is telling the story 	1.RL.3.2: Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> State who is telling the story at various points in a text. State who is telling the story in a text with dialogue. 	<ul style="list-style-type: none"> Observation 	
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Illustrations Details Story Characters Setting Events 	1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> Use the illustrations and details in a text to describe: <ul style="list-style-type: none"> Characters Setting Events. 	<ul style="list-style-type: none"> Discussion Observation Retell 	
<ul style="list-style-type: none"> Adventure Experience Character 	1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> Compare and contrast the adventures and experiences of characters using increasingly difficult grade level text. 	<ul style="list-style-type: none"> Discussion Observation 	
READING: NONFICTION				
Learning Outcome	1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	<ul style="list-style-type: none"> Read and comprehend nonfiction that is grade-level appropriate. 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Key Ideas and Textual Support <ul style="list-style-type: none"> • Question • Key detail 	1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	<ul style="list-style-type: none"> • Ask and answer questions about what does not make sense to clarify understanding. • Use key details in the text to clarify and confirm understanding the meaning of the story. 	<ul style="list-style-type: none"> • Observation 	
<ul style="list-style-type: none"> • Retell • Main idea • Key detail 	1.RN.2.2: Retell main ideas and key details of a text.	<ul style="list-style-type: none"> • Retell the main ideas and key details of a text using increasingly difficult text. 	<ul style="list-style-type: none"> • Discussion • Observation • Benchmark 	
<ul style="list-style-type: none"> • Connection • Events • Ideas • Information 	1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Explain how two individuals, events, ideas, or pieces of information connect on increasingly difficult text. 	<ul style="list-style-type: none"> • Discussion • Observation • Graphic organizer 	
Structural Elements and Organization <ul style="list-style-type: none"> • Text feature • Key facts • Information 	1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> • Use nonfiction text features to locate and describe key facts or information in a text. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Glossary
<ul style="list-style-type: none"> • Nonfiction text • Sequential order • Cause and effect 	1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	<ul style="list-style-type: none"> • Identify how a cause and effect structure in a nonfiction book explains a cause and effect relationship. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Cause • Effect

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Reasons • Points in a text 	1.RN.4.1: Identify the reasons the author gives to support points in a text.	<ul style="list-style-type: none"> • State reasons an author gives to support points in a text. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Reason • Point • Support
<ul style="list-style-type: none"> • Similarities • Differences 	1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> • State similarities and differences between two texts on the same topic. 	<ul style="list-style-type: none"> • Discussion • Graphic organizer 	
READING: VOCABULARY				
Learning Outcome	1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<ul style="list-style-type: none"> • Build and apply vocabulary. 		
Vocabulary Building <ul style="list-style-type: none"> • Context clues • Text features • Unknown word 	1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<ul style="list-style-type: none"> • When reading just right texts, use illustrations, word clues, sentence clues, and/or text features to figure out the meaning of an unknown word in a sentence. 	<ul style="list-style-type: none"> • Discussion • Observation of reading a just right text. 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				
<ul style="list-style-type: none"> Categories of words 	1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	<ul style="list-style-type: none"> State why a particular word fits in a category of words. 	<ul style="list-style-type: none"> Discussion Observation 	
<ul style="list-style-type: none"> Affixes Root Inflection 	1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<ul style="list-style-type: none"> Identify the root word and a frequently occurring affix in a word (e.g. –er in teacher). State how that ending and root word helps one figure out the meaning of an unknown word. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Ending
Vocabulary in Literature and Nonfiction Texts				
<ul style="list-style-type: none"> Feelings Senses 	1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	<ul style="list-style-type: none"> Identify and describe words and phrases that suggest feelings or appeal to the senses using increasingly difficult text. 	<ul style="list-style-type: none"> Discussion 	
<ul style="list-style-type: none"> Question Meaning Words and phrases Nonfiction 	1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<ul style="list-style-type: none"> Stop and ask questions when words or phrases in a nonfiction text do not make sense. Ask and answer questions to determine or clarify the meaning of words and phrases in increasingly difficult nonfiction text. 	<ul style="list-style-type: none"> Discussion Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Learning Outcome	1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	<ul style="list-style-type: none"> Draw and write routinely for a variety of purposes and audiences. 	<ul style="list-style-type: none"> CCSC Writing Assessment 	
Handwriting <ul style="list-style-type: none"> Uppercase letters Lowercase letters Spacing 	1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<ul style="list-style-type: none"> Write multiple sentences legibly with correct spacing. 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> Directionality Left to right Top to bottom 	1.W.2.2: Write by moving from left to right and top to bottom.	<ul style="list-style-type: none"> Write words and multiple sentences with correct directionality and spacing. 	<ul style="list-style-type: none"> Observation 	
Writing Genres Persuasive <ul style="list-style-type: none"> Connected sentences Proposal Audience Reason 	1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g. a parent, classmate, etc. and give reasons why the proposal should be considered.	<ul style="list-style-type: none"> Write a logically connected proposal to a particular audience. Give several reasons why the proposal should be considered. 	<ul style="list-style-type: none"> Writing sample 	
Informative <ul style="list-style-type: none"> Topic sentence Main idea 	1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	<ul style="list-style-type: none"> Write a longer nonfiction piece including a topic sentence, several facts or details about the topic, and a concluding statement. 	<ul style="list-style-type: none"> Observation CCSC Writing Assessment 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Narrative <ul style="list-style-type: none"> • Topic • Idea • Story • Poem • Character • Action • Temporal word • Order 	1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	<ul style="list-style-type: none"> • Write stories with some precise words used to describe characters or actions. • Identify temporal words that signal event order with ideas organized into a beginning, middle, and ending. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Order of events
The Writing Process <ul style="list-style-type: none"> • Ideas • Topic • Purpose • Genre • Details • Sentence structure • Format • Convention • Capitalization • Punctuation • Feedback • Technology • Document 	1.W.4: Apply the writing process to: <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. • Use available technology to publish legible documents. 	With support: <ul style="list-style-type: none"> • Organize narrative writing by using a beginning, middle, ending format. • Use a beginning, middle, ending graphic organizer. • Revise writing by adding details and pictures in narrative and informative writing. • Edit writing by checking for capital letter at the beginning of a sentence and ending punctuation. Edit writing by rereading to make sure it makes sense. 	<ul style="list-style-type: none"> • Observation • CCSC Writing Assessment 	<ul style="list-style-type: none"> • Precise words / WOW words

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Writing Process	1.W.4: (cont.)	<ul style="list-style-type: none"> • Share for writing feedback. • Participate in writing conferences for feedback about precise vocabulary. • Publish writing with available technology. 		
The Research Process <ul style="list-style-type: none"> • Research • Topic • Source of Information • Graphic Organizer / aid • Presentation 	1.W.5: With support, conduct simple research on a topic. Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.	With support: <ul style="list-style-type: none"> • Choose a topic and locate sources of information on that topic. • Read information and use a graphic organizer to organize the information. • Informally give a presentation on information gathered. 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Presentation
Conventions of Standard English Grammar and Usage	1.W.6.1: Demonstrate command of English grammar and usage.	<ul style="list-style-type: none"> • Use correct grammar in daily work. 		
Conventions <ul style="list-style-type: none"> • Common noun • Proper noun • Personal pronoun 	1.W.6.1a: Nouns/Pronouns- Writing sentences that include common and proper nouns and personal pronouns.	<ul style="list-style-type: none"> • Write longer sentences that include common nouns, proper nouns, and personal pronouns. 	<ul style="list-style-type: none"> • CCSC Writing Assessment • Observation 	
<ul style="list-style-type: none"> • Verbs • Past • Future 	1.W.6.1b: Verbs- writing sentences using verbs to convey a sense of past, present, and future.	<ul style="list-style-type: none"> • Write verbs in multiple sentences that convey the past, present, and future. 	<ul style="list-style-type: none"> • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Usage <ul style="list-style-type: none"> Complete sentences Declarative sentence Interrogative sentence Imperative sentence Exclamatory sentence 	1.W.6.1e: Usage- Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> Write complete, simple, declarative and exclamatory sentences. Write complete, simple questions. Orally state an imperative sentence. Write an imperative sentence. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Question
Capitalization Punctuation Spelling	1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on: (see below)	<ul style="list-style-type: none"> Use correct capitalization, punctuation and spelling in daily work. 		
<ul style="list-style-type: none"> Capitalization First word Date Names of people Pronoun I 	1.W.6.2a: Capitalization – capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	<ul style="list-style-type: none"> Write the pronoun I and names of people with a capital letter. Write the first word of a sentence with a capital letter. Write a date using a capital letter for the month. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Date Month
<ul style="list-style-type: none"> Punctuation Period Question mark Exclamation mark Sentence Comma Date Items in a series 	1.W.6.2b: Punctuation-Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series.	<ul style="list-style-type: none"> Write sentences with correct ending punctuation. Write the date using a comma. Write a sentence using commas to separate items in a series. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Series

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
<ul style="list-style-type: none"> • Spelling • Inventive spelling • Spelling patterns • High-frequency word 	<p>1.W.6.2c: Spelling</p> <ul style="list-style-type: none"> • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. 	<ul style="list-style-type: none"> • Use inventive spelling for writing unknown words. • Write known high-frequency words in writing. • Use resources (e.g., word wall, spelling list) for spelling unknown common words. • Correctly spell words with common spelling patterns (cvc, ccvc, cvce, cvvc). 	<ul style="list-style-type: none"> • Observation • CCSC Writing Assessment 	
SPEAKING AND LISTENING				
Learning Outcome	<p>1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<ul style="list-style-type: none"> • Use active listening to communicate effectively. 		
<p>Discussion and Collaboration</p> <ul style="list-style-type: none"> • Conversation • Topic • Text 	<p>1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> • Talk with adults and peers in large and small groups about grade level topics and texts. • Discuss that a conversation involves speaking and listening and involves more than one exchange. 	<ul style="list-style-type: none"> • Discussion • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Discussion and Collaboration <ul style="list-style-type: none"> • Taking turns • Topic • Ideas 	1.SL.2.3: Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.	<ul style="list-style-type: none"> • Turn and talk with a partner about a topic or task. • Independently take turns speaking in small groups. • Independently add an appropriate idea to a topic of conversation. 	<ul style="list-style-type: none"> • Observation 	
<ul style="list-style-type: none"> • Question • Information 	1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	<ul style="list-style-type: none"> • Stop and ask a question when information about a topic or text is not clear during a discussion. 	<ul style="list-style-type: none"> • Observation 	
<ul style="list-style-type: none"> • Conversation • Comment 	1.SL.2.5: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	<ul style="list-style-type: none"> • Build on another person’s talk in a discussion through multiple exchanges. 	<ul style="list-style-type: none"> • Observation 	
Comprehension <ul style="list-style-type: none"> • Question • Key detail • Text • Information 	1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Listen to a text read aloud or information presented orally or through other media. • Ask or answer questions orally. 	<ul style="list-style-type: none"> • Discussion • Observation 	
<ul style="list-style-type: none"> • Question 	1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.	<ul style="list-style-type: none"> • Answer questions about what a speaker says. • Ask a question when a speaker says something that is not understood. 	<ul style="list-style-type: none"> • Discussion • Observation 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> Sensory detail People Places Things Events 	1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	<ul style="list-style-type: none"> Recite poems, rhymes, songs, and stories with appropriate language and volume. Describe people, places, things, and events attending to sensory detail. 	<ul style="list-style-type: none"> Observation 	
<ul style="list-style-type: none"> Drawings Visual displays Information Ideas Thoughts Feelings 	1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Use drawings, visual displays, or objects when sharing information to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Display
<ul style="list-style-type: none"> Three-step direction Four-step direction 	1.SL.4.3: Give and follow three- and four-step directions.	<ul style="list-style-type: none"> Follow four-step directions. Give four-step directions. 	<ul style="list-style-type: none"> Observation 	
MEDIA LITERACY				
Learning Outcome <ul style="list-style-type: none"> Role Media Culture 	1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<ul style="list-style-type: none"> Explain how media can be used to inform, entertain, persuade, and transmit culture. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Persuade
Media Literacy <ul style="list-style-type: none"> Media Questions 	1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<ul style="list-style-type: none"> Ask and answer questions about what is read, heard, or viewed. 	<ul style="list-style-type: none"> Discussion 	