

First Grade – English/Language Arts

Kentucky Core Academic Standards with Targets

Student Friendly Targets

Pacing Guide



Safe, Prepared, Responsible

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.

Standards 1-3	Key Ideas and Details
Standards 4-6	Craft and Structure
Standards 7-9	Integration of Knowledge and Ideas
Standard 10	Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.

Standards 1-3	Text Types and Purposes
Standards 4-6	Production and Distribution of Writing
Standards 7-9	Research to Build and Present Knowledge
Standard 10	Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.

Standards 1-3	Comprehension and Collaboration
Standards 4-6	Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.

Standards 1-2	Conventions of Standard English
Standard 3	Knowledge of Language
Standards 4-6	Vocabulary Acquisition and Use

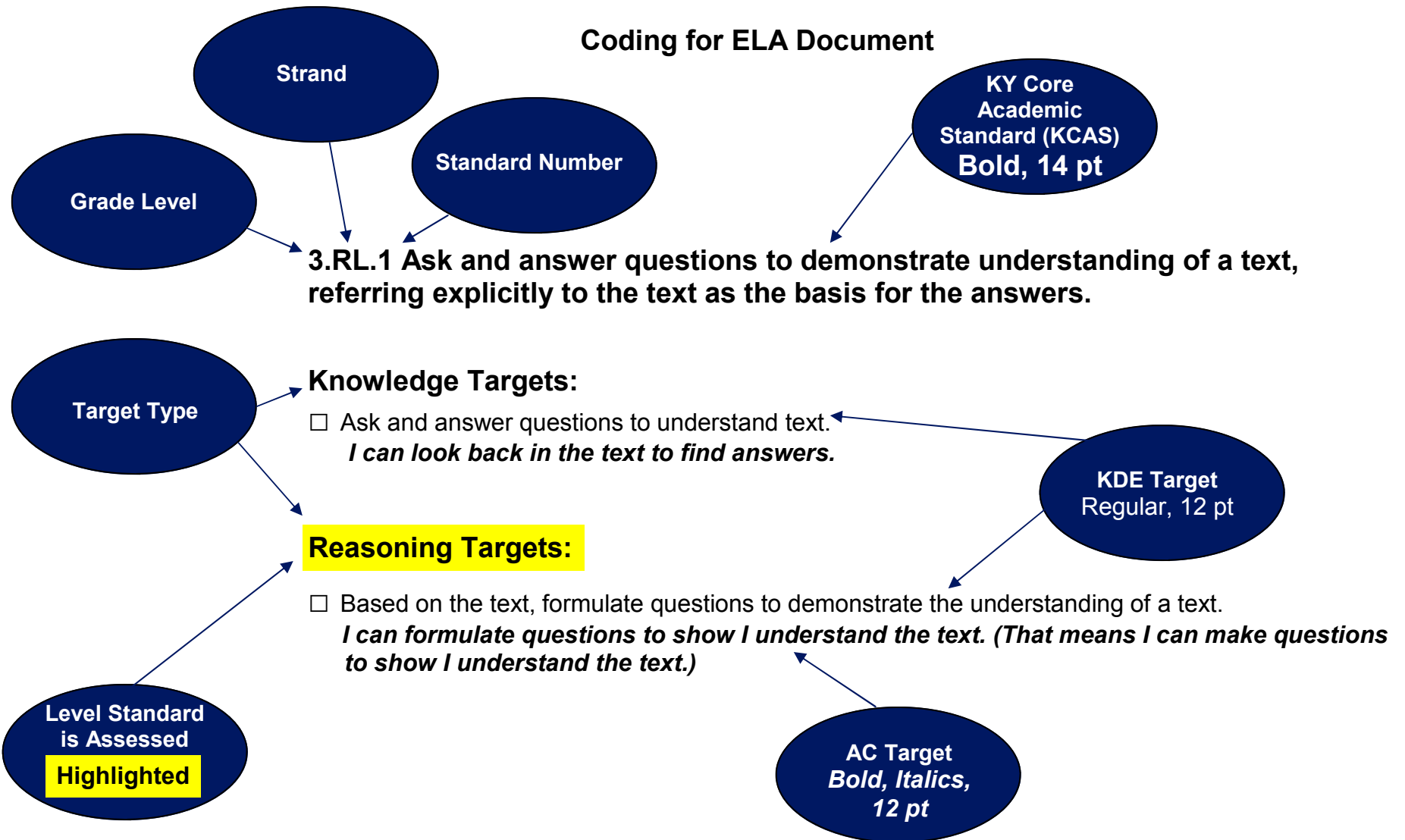
Development of Pacing Guide

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Robin Arnzen Brandy Beasley, Sam Blackburn, Stacey Blakeman,, Julie Bowen, Carol Carter, Heather Chilton, Julie Conley, Tanya Cook, Alicia Copenhaver, LauraLee Currens, Becky Drury, Amanda Ellis, Connie Gott, Beth Harley, Carolyn Hatchett, Nicole Hicks, Linda Hill, Ashley Holloman, Lisa Hudson, Katie Hutton, Sharon Jackman, Penny Johnson, Steve Karsner, Nicole Kidwell, Teresa Miller, Kim Penn, Wayne Reese, Krista Sawyer, Jennifer Sea, Annette Shields, Holly Sills, Ashley Sims, Jeanna Slusher, Sue Welsh, Amy Wilder, Julie Wise, and Lissa Woodyard. Thanks also to Leslie Mitchell (ACMS), Mickey Ray (ACHS), and Bridget Wells (ACHS) for providing comments to the work.

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/1.pdf>

Coding for ELA Document



Anderson County Elementary

Pacing Guide

English/Language Arts
Grade 1

Reading Literature

Standard	What Does This Standard Mean?	Dates Taught
<p>1.RL.1 Ask and answer such questions about key details in a text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text. <i>I can identify key details in a text.</i> <input type="checkbox"/> Ask questions about key details in a text. <i>I can ask questions about key details in a text.</i> <input type="checkbox"/> Answer questions about key details in a text. <i>I can answer questions about key details in a text.</i> 	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them? 	<p>First Nine Weeks</p>
<p>1.RL.2 Retell stories, including key details and demonstrate understanding of their central message or lesson.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details of a story. <i>I can identify key details in a story. .</i> <input type="checkbox"/> Identify central message/lesson of the story. <i>I can identify the central message of a story. .</i> <input type="checkbox"/> Recall story, including key details. <i>I can retell key details in a story.</i> 		

<p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orally demonstrate understanding of their central message or lesson. <p><i>I can retell the central message in a story.</i></p>		
<p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define character. (Underpinning) <i>I can tell what a character is in a story.</i> <input type="checkbox"/> Define setting. (Underpinning) <i>I can tell what the setting is in a story.</i> <input type="checkbox"/> Define major events. (Underpinning) <i>I can tell the major events in a story.</i> <input type="checkbox"/> Define details. (Underpinning) <i>I can tell details in a story.</i> <input type="checkbox"/> Identify characters using details. (Underpinning) <i>I can identify characters in the story.</i> <input type="checkbox"/> Identify setting using details. (Underpinning) <i>I can identify the story setting.</i> <input type="checkbox"/> Identify major events using key details. (Underpinning) <i>I can identify major events in a story.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe characters using key details from the text. <i>I can describe characters in a story using details.</i> <input type="checkbox"/> Describe settings using key details from the text. <i>I can describe a story setting using details.</i> <input type="checkbox"/> Describe major events using key details from the text. <i>I can describe the major events in a story using details.</i> 		
<p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p>First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the</p>	

Knowledge Targets:

- Identify words in stories or poems.

I can identify words in a story or poem.

- Identify phrases in stories or poems.

I can identify phrases in a story or poem.

- Identify the various senses.

I can identify the five senses.

- Recognize words and phrases that suggest feelings.

I can identify words and phrases that show feelings.

- Recognize words and phrases that appeal to the senses.

I can identify words and phrases that show the five senses.

Reasoning Targets:

- Identify words and phrases in stories that suggest feelings.

I can identify words and phrases in a story that show feelings.

- Identify words and phrases in stories that appeal to the senses.

I can identify words and phrases in a story that appeal to the senses.

- Identify words and phrases in poems that suggest feelings.

I can identify words and phrases in a poem that show feelings.

- Identify words and phrases in poems that appeal to the senses.

I can identify words and phrases in a poem that show feelings.

difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story.

Use questions and prompts such as:

- Can you find the feeling words in this poem/story?
- Is this book an informational book or a story book? How do you know?
- Who is telling the story in this part of the book?

1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Knowledge Targets:

- Recognize characteristics of fiction.

<p><i>I can tell what makes a story fiction.</i> <input type="checkbox"/> Recognize characteristics of nonfiction. <i>I can tell what makes a text nonfiction.</i> <input type="checkbox"/> Recognize fiction in different forms of text. <i>I can identify a fiction story in different forms of text (play, poem, article, etc).</i> <input type="checkbox"/> Recognize nonfiction in different forms of text <i>I can identify nonfiction in different forms of text (play, poem, article, etc).</i> <input type="checkbox"/> Explain how a book that tells a story is different from a book that gives information. <i>I can explain how fiction is different from nonfiction.</i></p>		
<p>1.RL.6 Identify who is telling the story at various points in the text.</p> <p>Knowledge Targets: <input type="checkbox"/> Recognize when the narrator is telling the story. <i>I can tell who is telling the story at different times in a text.</i> <input type="checkbox"/> Identify the characters in a story. (Underpinning) <i>I can identify the characters in a story.</i></p>		
<p>1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Knowledge Targets: <input type="checkbox"/> Describe characters using story illustrations and story details. (Underpinning) <i>I can use pictures and details to tell character setting and events.</i></p> <p>Reasoning Targets: <input type="checkbox"/> Describe characters using story illustrations and story details.</p>	<p>Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find an illustration or part that shows the main character? • Can you find an illustration or part that shows the setting? • Can you find an illustration or part that shows the problem in the story? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What is different? 	

<p><i>I can describe characters using pictures and details from a story.</i> <input type="checkbox"/> Describe setting using story illustrations and story details. <i>I can describe setting using pictures and details from a story.</i> <input type="checkbox"/> Describe events using story illustrations and story details. <i>I can describe events using pictures and details from a story.</i></p>	<ul style="list-style-type: none"> • Did the characters solve the problem in different ways? If so, how? 	
<p>1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify characters in a story. (Underpinning) <i>I can identify characters in a story.</i> <input type="checkbox"/> Determine similarities and differences of adventures and experiences of characters. (Underpinning) <i>I can tell how adventures and experiences of a character are alike and different.</i> <i>I can compare and contrast. (Underpinning)</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast details from stories about adventures. <i>I can compare and contrast the adventures of characters in a story. That means I can tell how they are alike and different.</i> <input type="checkbox"/> Compare and contrast details from stories about experiences of characters. <i>I can compare and contrast the experiences of a character. That means, I can tell how they are alike and different.</i> 		
<p>1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>With assistance, students are required to read prose and poetry at the text complexity for grade 1.</p> <p>Prose is writing that is not poetry.</p>	

<p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key ideas and details in prose and poetry at appropriate complexity. (Underpinning) <p><i>I can identify key ideas in prose and poetry.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify craft and structure in prose and poetry at appropriate complexity. (Underpinning) <p><i>I can identify craft and structure in prose and poetry.</i> <i>I can tell what craft and structure mean. (Underpinning)</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend key ideas and details in prose and poetry at appropriate complexity. <p><i>I can explain key ideas and details in prose and poetry.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend craft and structure in prose and poetry at appropriate complexity. <p><i>I can explain craft and structure in prose and poetry.</i></p>	<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>	
<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details of an informational text. <p><i>I can identify key details of an informational text .</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about the key details in an informational text. <p><i>I can ask and answer questions about key details in a text.</i></p>	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own question about an important idea in this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two events are linked together? (cause/effect, time order) 	
<p>1.RI.2 Identify the main topic and key details of a text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main topic of a text. <p><i>I can identify the main topic of a text. .</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the key details of a text. <p><i>I can identify the key details of a text.</i></p>		

<input type="checkbox"/> Retell key details of a text. <i>I can retell key details of a text.</i>		
<p>1.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Knowledge Targets:</p> <input type="checkbox"/> Identify key details about an individual discussed in an informational text. <i>I can identify key details about an individual in an informational text. .</i> <input type="checkbox"/> Identify details about events or ideas in an informational text. <i>I can identify details about events or ideas in an informational text. .</i> <p>Reasoning Targets:</p> <input type="checkbox"/> Describe the connections made between two individuals. <i>I can describe how two people are connected.</i> <input type="checkbox"/> Describe the connections made between two events. <i>I can describe how two events are connected.</i> <input type="checkbox"/> Describe the connections made between two ideas. <i>I can describe how two ideas are connected.</i> <input type="checkbox"/> Describe the connections made between two pieces of information in a text. <i>I can describe how two pieces of information are connected.</i>		
<p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Knowledge Targets:</p>	<p>First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words.</p>	

<p><input type="checkbox"/> Identify unknown words or words needing clarification in a text. (Underpinning) <i>I can identify words I don't know.</i></p> <p><input type="checkbox"/> Recognize that a question requires an answer. (Underpinning) <i>I can identify that a question requires an answer.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Ask questions to determine meaning of words and phrases in a text. <i>I can ask questions to find out what a word or phrase means.</i></p> <p><input type="checkbox"/> Answer questions that clarify the meaning of words and phrases in a text. <i>I can answer questions to help tell what words mean.</i></p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information? • How do the headings help you understand the text? • What does the table of contents help you to know? • Can you tell me what is different about what the picture shows and what the words say about...? 	
<p>1.RI.5 Know and use various text features (e.g., headings, tables, of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Determine how readers use different text features. <i>I can tell how readers use different text features.</i></p> <p><input type="checkbox"/> Identify various text features such as headings</p> <p><input type="checkbox"/> Identify various text features such tables of contents.</p> <p><input type="checkbox"/> Identify various text features such glossaries.</p> <p><input type="checkbox"/> Identify various text features such as electronic menus.</p> <p><input type="checkbox"/> Identify various text features such as icons.</p> <p><input type="checkbox"/> Use text features to locate key facts or information in a text.</p> <p><i>I can use text features to locate key facts or information in a text (such as headings, table of contents, glossaries, electronic menus and icons).</i></p>		

<p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify whether information is provided in pictures or other illustrations and by the words in text. <p><i>I can tell whether information is given in pictures or words. .</i></p>		
<p>1.RI.7 Use illustrations and details in a text to describe its keys ideas.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify details. (Underpinning) <input type="checkbox"/> Identify key ideas. (Underpinning) <input type="checkbox"/> Know how to describe. (Underpinning) <p><i>I can identify and describe details and key ideas.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe key ideas using illustrations in an informational text. <input type="checkbox"/> Describe key ideas using details in an informational text. <p><i>I can use illustrations and details to describe the key ideas.</i></p>	<p>Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. How are they the same? How are they different? 	
<p>1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the reasons an author gives to support point(s) in a text. <p><i>I can identify the reasons an author gives to support point(s) in a text.</i></p>		

<p>1.RI.9 Identify basic similarities in and difference between two test on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify basic similarities of two texts on the same topic. <i>I can identify how two texts on the same topic are alike.</i> <input type="checkbox"/> Identify differences between two texts on the same topic. <i>I can identify how two texts on the same topic are different.</i> 		
<p>1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key ideas and details in an informational text. (Underpinning) <i>I can identify key ideas and details in an informational text.</i> <input type="checkbox"/> Identify craft and structure in an informational text. (Underpinning) I can identify craft and structure in an informational text. <input type="checkbox"/> Identify integration of knowledge and ideas in an informational text. I can identify integration of knowledge and ideas in an informational text. <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend independently key ideas and details in an informational text. <i>I can comprehend independently key ideas and details in an informational text.</i> 	<p>With assistance, students are required to read informational text at the appropriate complexity for grade 1.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>	

<p><input type="checkbox"/> Comprehend independently craft and structure in an informational text. I can comprehend independently craft and structure in an informational text.</p> <p><input type="checkbox"/> Comprehend independently integration of knowledge and ideas in an informational text. I can comprehend independently integration of knowledge and ideas in an informational text.</p>		
<p>1.FS.1 Demonstrate understanding of the organization and basic features of print; a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, endings punctuation.)</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize the capital letters. I can identify capital letters.</p> <p><input type="checkbox"/> Recognize that the first word of every sentence begins with a capital letter. I can identify that the first word of every sentence begins with a capital letter.</p> <p><input type="checkbox"/> Recognize that sentences are made up of words. I can identify that sentences are made up of words.</p> <p><input type="checkbox"/> Recognize a sentence has ending punctuation. I can identify that a sentence has ending punctuation.</p> <p><input type="checkbox"/> Recognize the 3 types of ending punctuation. I can identify the 3 types of ending punctuation (. ? !)</p>	<p>Students will understand how a sentence is organized.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Show me the first word of the sentence. • Where does the period (question mark, etc) go? • Show me the capital letter. • How does a sentence begin? • What goes at the end of a sentence? 	
<p>1.FS.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.) b. Orally produce single-syllable words by</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end? 	

blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Knowledge Targets:

Recognize long vowel sounds. (Underpinning)

I can identify long vowel sounds.

Recognize short vowel sounds. (Underpinning)

I can identify short vowel sounds.

Recognize single-syllable words phonemes. (Underpinning)

I can identify single-syllable word phonemes.

Recognize consonant blends. (Underpinning)

I can identify consonant blends.

Recognize the 3 types of ending punctuation.
(Underpinning)

I can recognize the 3 types of ending punctuation (. ! ?)

Reasoning Targets:

Distinguish between long and short vowels in single-syllable words. (Underpinning)

I can tell the difference between long and short vowels.

Isolate initial sounds in a single-syllable words.
(Underpinning)

I can know where to listen for the beginning sound.

Isolate medial sounds in a single-syllable words.
(Underpinning)

I can know where to listen for the medial sound.

Isolate final sounds in a single-syllable words.
(Underpinning)

<p>I can know where to listen for the final sound.</p> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce single-syllable words by blending sounds (phonemes). <i>I can pronounce blends in single-syllable words.</i> <input type="checkbox"/> Produce single-syllable words by consonant blends. <i>I can pronounce consonant blends in single-syllable words.</i> <input type="checkbox"/> Pronounce initial sounds. <i>I can say initial sounds. .</i> <input type="checkbox"/> Pronounce medial sounds. <i>I can say medial sounds. .</i> <input type="checkbox"/> Pronounce final sounds. <i>I can say ending sounds. .</i> <input type="checkbox"/> Segment spoken single-syllable words into their complete sequence of individual sounds. <i>I can break words into individual sounds.</i> 		
<p>1.FS.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sounds correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. 	<p>Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 	

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

Knowledge Targets:

- Know grade-level phonics and word analysis skills in decoding words. (Underpinning)

I can use letter sounds to read words.

- Recognize common consonant digraphs. (Underpinning)

I can identify consonant digraphs.

- Identify long vowel and short sounds in one-syllable words. (Underpinning)

I can identify long and short vowel sounds in a one-syllable word.

- Know the sound produced by that consonant digraph. (Underpinning)

I can identify the sound a digraph makes.

- Decode regularly spelled one-syllable words. (Underpinning)

I can decode words with spelling patterns.

- Know the rules for final –e and vowel teams that form long vowel sounds. (Underpinning)

I can identify the rules for final e and vowel teams that make long vowel sounds.

- Know that words have syllables. (Underpinning)

I can identify that words have syllables.

- Identify that each syllable contains a vowel.

I can identify that each syllable has a vowel sound.

- Identify the number of syllables in printed words.

I can identify the number of syllables in words.

- Determine the syllable parts of a two syllable word.

I can identify each syllable of a two syllable word.

- Know basic patterns to break words into syllables.

I can identify basic patterns to break words into syllables.

- Recognize words with inflectional endings.

I can identify words with inflectional endings. (Give

<p>examples) <input type="checkbox"/> Recognize grade-appropriate irregularly spelled words. I can identify words that don't follow spelling rules.</p> <p>Reasoning Targets: <input type="checkbox"/> Apply grade-level phonics and word analysis skills in decoding words. <i>I can decode words.</i> <input type="checkbox"/> Distinguish between words with spelling patterns and irregularly spelled words. <i>I can find words spelled regularly and irregularly.</i></p> <p>Performance Skills Targets: <input type="checkbox"/> Read words with inflectional endings. <i>I can read words with inflectional endings.</i> <input type="checkbox"/> Read irregularly spelled sight words appropriate to grade level. <i>I can read irregularly spelled words.</i> <input type="checkbox"/> Read two syllable words by using decoding and/or syllabication skills. I can read two syllable words.</p>		
<p>1. FS.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Knowledge Targets:</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. 	

<p><input type="checkbox"/> To support comprehension, identify the purpose and understanding of text. (Underpinning) I can read and understand text. I can identify the purpose of the text.</p> <p><input type="checkbox"/> To support comprehension, identify oral reading with accuracy, appropriate rate, and expression on successive readings. I can understand that good readers read accurately and fluently with expression.</p> <p><input type="checkbox"/> To support comprehension, rereading, when necessary, as a strategy when confirming or self-correcting words in text. I can identify that good readers re-read text to self correct.</p> <p><input type="checkbox"/> Understand how content can help to confirm or self correct word recognition. (Underpinning) I can identify that good readers use context clues to understand if a word makes sense in the text.</p> <p>Performance Skills Targets:</p> <p><input type="checkbox"/> To support comprehension, reread with fluency as necessary. <i>I can reread to self correct.</i></p> <p><input type="checkbox"/> Read with accuracy. <i>I can read with accuracy.</i></p> <p><input type="checkbox"/> Read appropriate rate. <i>I can read at an appropriate rate.</i></p> <p><input type="checkbox"/> Read expression on successive readings. <i>I can read with expression.</i></p>		
<p>1.W.1 Write opinion pieces in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify a topic or the name of a book about which to write.</p>	<p>First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking</p>	

<p><i>I can identify a topic to write about.</i> <input type="checkbox"/> Recognize and define opinion. <i>I can identify and define “opinion.”</i> <input type="checkbox"/> Recognize and define closure. <i>I can identify and define “closure.”</i></p> <p>Reasoning Targets: <input type="checkbox"/> Formulate an opinion of a book or topic and provide a reason for that opinion. <i>I can give an opinion of a book or topic and give reasons for my opinion.</i> <input type="checkbox"/> Provide a sense of closure for the opinion piece. <i>I can write a closure for an opinion piece.</i></p> <p>Product Targets: <input type="checkbox"/> Write an opinion piece that introduces the topic or names the book being written about, states an opinion about the book or topic, supplies a reason for the opinion, and provides a sense of closure. <i>I can write an opinion piece that introduces a topic, states an opinion, supplies a reason for my opinion and includes a closure.</i></p>	<p>learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA. For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking.</p> <p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>	
<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Knowledge Targets: <input type="checkbox"/> Identify an informative/explanatory text. I can identify informative/explanatory text. <input type="checkbox"/> Select a topic for an informative/explanatory writing. I can select a topic for an informative/explanatory writing.</p>		

<p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine supporting facts about a topic. I can use facts to support a topic. <input type="checkbox"/> Determine appropriate closure. I can write a closing. <p>Product Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure. 		
<p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose an experience in which to write. (Underpinning) <i>I can choose an experience about which to write.</i> <input type="checkbox"/> Identify two or more events of the experience and sequence appropriately. (Underpinning) <i>I can write two or more events into a correct sequence appropriately.</i> <input type="checkbox"/> Identify transitional words. <i>I can identify transitional words.</i> <input type="checkbox"/> Identify details, transitions, closure, final thoughts. <i>I can identify details, transitions, closures and final thoughts.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose relevant details that correspond to chosen event. <i>I can choose details that tell more about the event.</i> <input type="checkbox"/> Reflect on identified event. 		

<p><i>I can think back on the event.</i> <input type="checkbox"/> Apply appropriate transitional words in order to signal change of events in narrative. <i>I can use transition words to show a change of events.</i> <input type="checkbox"/> Create relevant and elaborated details to support events of narrative <i>I can write details to tell about the events.</i></p> <p>Product Targets: <input type="checkbox"/> <i>Write a personal narrative that recounts two or more events and includes supporting details, transitional words, and a sense of closure.</i> <i>I can write a personal narrative that tells about two or more events. I can include details, transitional words and a closing.</i></p>		
<p>1.W.5 With guidance and support from adults, students recognize how to focus on a topic, respond to questions and suggestions from peers and add details to strength writing as needed.</p> <p>Knowledge Targets: <input type="checkbox"/> With guidance and support from adults, students recognize how to focus on a topic. (Underpinning) <i>I can focus on a topic with help from an adult.</i> <input type="checkbox"/> With guidance and support from adults, students respond to questions and suggestions from peers. (Underpinning) <i>I can respond to questions from peers with help to strengthen my writing.</i> <input type="checkbox"/> With guidance and support from adults, students add details to strengthen writing as needed. (Underpinning) <i>I can add details to my story to make my writing better.</i></p>	<p>With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p> <p>With assistance, students will use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devises to engage with digital media.</p>	

<p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, students develop writing by focusing on a topic. <i>I can focus on a topic in my writing.</i> <input type="checkbox"/> With guidance and support from adults, students develop writing by responding to questions and suggestions from peers. <i>I can answer questions and take suggestions to improve my writing.</i> <input type="checkbox"/> With guidance and support from adults, students develop writing by adding details to strengthen writing. <i>I can add details to my writing to make it better.</i> 		
<p>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools). (Underpinning) <i>I can use basic computer skills (turn on computer, log on, use basic software & word processing).</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, choose digital tools for producing and publishing writing. (Underpinning) <i>I can choose the right digital tool to publish my writing.</i> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, use technology to produce and publish writing individually and with peers. <i>I can use technology with help to produce and publish writing.</i> 		

<p>1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct shared research using various sources and tools. <i>I can research using tool such as books and websites.</i> <input type="checkbox"/> Explore the format of a variety of texts (e.g., “how to”). <i>I can look at how various texts are organized (such as how to, etc).</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine appropriate sources and tools to conduct shared research. <i>I can decide which materials to use to find information.</i> <input type="checkbox"/> Distinguish the format of a variety of texts. <i>I can tell the difference between kinds of texts.</i> <input type="checkbox"/> Participate in shared research and writing projects. <i>I can participate in shared research and writing.</i> 	<p>First grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes. Students do this work with prompting and support.</p>	
<p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify experience. (Underpinning) <i>I can remember experiences.</i> <input type="checkbox"/> Identify source. (Underpinning) <i>I can identify where I got information.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather information from more than one source to answer a question. 		

<p><i>I can use different resources to answer questions.</i> <input type="checkbox"/> With guidance and support from adults, answer a question using information from experience. (Underpinning) <i>I can answer a question using my experiences.</i> <input type="checkbox"/> With guidance and support from adults, answer a question using information from experience. <i>I can answer questions using my experience.</i></p>		
<p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Knowledge Targets: <input type="checkbox"/> Identify ideas from first grade topics and texts. <i>I can find ideas in texts.</i></p> <p>Reasoning Targets: <input type="checkbox"/> Decide comments and questions appropriate to the topic of discussion. <i>I can stay on the subject during a discussion.</i></p> <p>Performance Skill Targets: <input type="checkbox"/> Participate in conversations about grade 1 topics and texts. <i>I can participate in conversations.</i></p>	<p>Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers’ idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats.</p> <p>First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Follow agreed-upon rules for discussion. <i>I can follow discussion rules.</i> <input type="checkbox"/> Listen while others are speaking. <i>I can listen while others are speaking.</i> <input type="checkbox"/> Respond to comments to continue conversations with peers and adults. <i>I can respond to comments and continue conversations.</i> <input type="checkbox"/> Ask questions to better understand topic and texts. <i>I can ask questions to understand topics.</i> 		
<p>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about key details from a text read aloud. (Underpinning) <i>I can ask questions about key details from a read aloud.</i> <input type="checkbox"/> Ask questions about key details through other media. (Underpinning) <i>I can ask and answer questions about key details through media.</i> <input type="checkbox"/> Answer questions about key details from a text read aloud. (Underpinning) <i>I can answer and ask questions about details from a read aloud or orally.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formulate a question based on key ideas from a text read aloud. (Underpinning) <i>I can ask a question from a read aloud.</i> <input type="checkbox"/> Formulate a question based on key ideas from information presented orally. (Underpinning) <i>I can ask a question from information I hear out loud.</i> <input type="checkbox"/> Formulate a question based on key ideas through other 		

<p>media. (Underpinning) <i>I can ask a question based on what I learn from other media.</i></p> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and answer questions about key details read aloud or presented orally or through other media. <i>I can ask and answer questions about key details from a read aloud, presentation or other media.</i> 		
<p>1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify questions and answers. <i>I can tell the difference between questions and answers.</i> <input type="checkbox"/> Recognize that asking and answering questions is a strategy for getting more information from a speaker. <i>I can tell that asking and answering questions is a strategy for getting more information from the person speaking.</i> <input type="checkbox"/> Recognize that asking and answering questions is a strategy for clarifying something about what a speaker says that is not understood. <i>I can tell that asking and answering questions is a strategy to clear up the message that is not understood.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine when additional information/classification about what a speaker says is needed. <i>I can choose when more information is needed from the speaker.</i> <input type="checkbox"/> Formulate questions and answers in order to gather information about what a speakers says. <i>I can create questions and answers to get more</i> 		

<p>information from the speaker.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formulate a question and answers in order to clarify what is not understood about what a speaker says. <p><i>I can create questions and answers to clear up the message from a speaker.</i></p> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and answer questions what a speaker says in order to gather additional information. <p><i>I can ask and answer questions.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about what a speaker says in order to clarify something that is not understood. <p><i>I can ask and answer questions about what a speaker says in order to understand.</i></p>		
<p>1.SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify people. <p><i>I can identify people.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify places. <p><i>I can identify places.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify things. <p><i>I can identify things.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify events. <p><i>I can identify events.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify ideas. <p><i>I can identify ideas.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify details. <p><i>I can identify details.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify feelings. <p><i>I can identify feelings.</i></p>	<p>First grade students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.</p> <p>Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus throughout ELA on choice-making.</p> <p>For example, first grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences when appropriate to the audience.</p>	

Reasoning Targets:

- Determine relevant details that describe people.
- Determine relevant details that describe places.
- Determine relevant details that describe things.
- Determine relevant details that describe events.

I can find important details that describe people, places, things and events.

Performance Skill Targets:

- Orally perform a clear presentation that describes a person that includes relevant details and expresses ideas and feelings clearly.

I can make a presentation that describes a person.

- Orally perform a clear presentation that describes a place that includes relevant details and expresses ideas and feelings clearly.

I can make a presentation that describes a place.

- Orally perform a clear presentation that describes a thing that includes relevant details and expresses ideas and feelings clearly.

I can make a presentation about a thing.

- Orally perform a clear presentation that describes a event that includes relevant details and expresses ideas and feelings clearly.

I can make a presentation that describes an event.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Knowledge Targets:

- Know ideas, thoughts, and feelings.

I can identify ideas, thoughts, and feelings.

- Understand clarify. (Underpinning)

I can tell what clarify means.

<p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine which ideas, thoughts, feelings need clarification. <i>I can decide which ideas, thoughts or feelings need clarifying.</i> <input type="checkbox"/> Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify. <i>I can add drawings or other visuals to clarify my work.</i> 		
<p>1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify complete sentences in writing and when spoken. <i>I can identify complete sentences.</i> <input type="checkbox"/> Identify task and situation. <i>I can identify my purpose for writing).</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate when situation calls for speaking in complete sentences. <i>I know when to speak in complete sentences.</i> <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak using complete sentences when appropriate to task and situation. <i>I can speak using complete sentences.</i> 		
<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing</p>	<p>An understanding of language is essential for effective communication.</p>	

or speaking.

- a. **Print all upper- and lowercase letters.**
- b. **Use common, proper, and possessive nouns.**
- c. **Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
- d. **Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).**
- e. **Use verbs to convey a sense of past, present, and future. (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)**
- f. **use frequently occurring adjectives.**
- g. **Use frequently occurring conjunctions (e.g., and, but, or, so, because).**
- h. **Use determiners (e.g., articles, demonstratives.)**
- i. **Use frequently occurring prepositions (e.g., during, beyond, toward).**
- j. **Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

Knowledge Targets:

- Recognize common nouns. (Underpinning)
I can identify common nouns.
- Recognize proper nouns. (Underpinning)
I can identify proper nouns.
- Recognize possessive nouns. (Underpinning)
I can identify possessive nouns.

The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”

First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.

- Recognize that nouns and verbs match in sentences.
(Underpinning)
I can identify that nouns and verbs match in sentences.
- Recognize personal pronouns. (Underpinning)
I can identify personal pronouns.
- Recognize possessive pronouns. (Underpinning)
I can identify possessive pronouns.
- Recognize indefinite pronouns. (Underpinning)
I can identify indefinite pronouns.
- Know past, present and future verbs. (Underpinning)
I can identify past, present and future verbs.
- Identify adjectives. (Underpinning)
I can identify adjectives.
- Recognize conjunctions. (Underpinning)
I can identify conjunctions.
- Recognize determiners. (Underpinning)
I can identify determiners.
- Know common prepositions. (Underpinning)
I can identify common prepositions.
- Recognize complete simple sentences. (Underpinning)
I can identify complete sentences.
- Recognize compound sentences. (Underpinning)
I can identify compound sentences.
- Recognize declarative sentences. (Underpinning)
I can identify declarative sentences.
- Recognize interrogative sentences. (Underpinning)
I can identify interrogative sentences.
- Recognize imperative sentences. (Underpinning)
I can identify imperative sentences.
- Recognize exclamatory sentences. (Underpinning)
I can identify exclamatory sentences.

Reasoning Targets:

- Demonstrate command of the conventions of standard English grammar and usage when writing to expand complete simple sentences.

I can improve simple sentences.

I can expand a simple sentence.

Demonstrate command of the conventions of standard English grammar and usage when writing to expand compound sentences.

I can write compound sentences.

I can expand a compound sentence.

Demonstrate command of the conventions of standard English grammar and usage when writing to expand declarative sentences.

I can write declarative sentences. That means a sentence that tells.

I can expand a declarative sentence.

Demonstrate command of the conventions of standard English grammar and usage when writing to expand interrogative sentences.

I can write interrogative sentences. That means a sentence that asks a question.

I can expand an interrogative sentence.

Demonstrate command of the conventions of standard English grammar and usage when writing to expand imperative sentences.

I can write imperative sentences. That means a sentence that tells someone to do something.

I can expand an imperative sentence.

Demonstrate command of the conventions of standard English grammar and usage when writing to expand exclamatory sentences.

I can write exclamatory sentences. That means a sentence that shows strong feeling.

I can expand an exclamatory sentence.

Performance Skill Targets:

Demonstrate command of the conventions of standard English grammar and usage when speaking.

I can use conventions.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Use common nouns in speaking.
<i>I can use common nouns in speaking.</i><input type="checkbox"/> Use proper nouns in speaking.
<i>I can use proper nouns in speaking.</i><input type="checkbox"/> Use possessive nouns in speaking.
<i>I can use possessive nouns in speaking.</i><input type="checkbox"/> Use singular and plural nouns with matching verbs in basic sentences.
<i>I can singular and plural nouns with matching verbs.</i><input type="checkbox"/> Use indefinite personal pronouns.
<i>I can use indefinite personal nouns.</i><input type="checkbox"/> Use indefinite possessive pronouns.
<i>I can indefinite possessive pronouns.</i><input type="checkbox"/> Use indefinite pronouns.
<i>I can use indefinite pronouns.</i><input type="checkbox"/> Use past tense verbs.
<i>I can use past tense verbs.</i><input type="checkbox"/> Use present tense verbs.
<i>I can use present tense verbs.</i><input type="checkbox"/> Use future tense verbs.
<i>I can use future tense verbs.</i><input type="checkbox"/> Use frequently occurring adjectives.
<i>I can use frequently occurring adjectives.</i><input type="checkbox"/> Use frequently occurring conjunctions.
<i>I can use frequently occurring conjunctions.</i><input type="checkbox"/> Use frequently occurring determiners.
<i>I can use frequently occurring determiners.</i><input type="checkbox"/> Use frequently occurring prepositions.
<i>I can use frequently occurring prepositions.</i><input type="checkbox"/> Produce and expand complete sentences in response to prompts.
<i>I can create complete sentences.</i><input type="checkbox"/> Produce and expand simple sentences in response to prompts.
<i>I can create simple sentences.</i><input type="checkbox"/> Produce and expand compound declarative sentences in | | |
|---|--|--|

<p>response to prompts. <i>I can create compound declarative sentences.</i> <input type="checkbox"/> Produce and expand interrogative sentences in response to prompts. <i>I can create interrogative sentences.</i> <input type="checkbox"/> Produce and expand imperative sentences in response to prompts. <i>I can create imperative sentences.</i> <input type="checkbox"/> Produce and expand exclamatory sentences in response to prompts. <i>I can create exclamatory sentences.</i></p>		
<p>1.L.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Knowledge Targets:</p> <input type="checkbox"/> Apply correct capitalization, punctuation, and spelling when writing. <i>I can use capitalization, punctuation and spelling correctly when writing.</i> <input type="checkbox"/> Distinguish between dates and other word/number combinations. <i>I can tell the difference between dates and other word number combinations.</i>		

<p><input type="checkbox"/> Distinguish between names of people and other words. <i>I can tell the difference between names of people and words.</i></p> <p><input type="checkbox"/> Capitalize dates and names of people. <i>I can capitalize date and names of people.</i></p> <p><input type="checkbox"/> Differentiate between the use of periods, exclamation marks and question marks. <i>I can tell the difference between the use of periods, exclamation marks and question marks.</i></p> <p><input type="checkbox"/> Use end punctuation for sentences. <i>I can use punctuation for sentences.</i></p> <p><input type="checkbox"/> Use commas in dates and to separate single words in a series. <i>I can use commas in dates and to separate words.</i></p> <p><input type="checkbox"/> Know conventional spelling of common spelling patterns. <i>I can use spelling patterns.</i></p> <p><input type="checkbox"/> Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words. <i>I can use conventional spelling when writing words with common spelling.</i></p> <p><input type="checkbox"/> Use phonemic awareness and spelling conventions, to spell untaught words phonetically. <i>I can use my sounds to spell words.</i></p>		
<p>1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of word.</p> <p>c. Identify frequently occurring root words (e.g.,</p>	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make</p>	

<p>look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that some words and phrases have multiple meanings. <p><i>I can understand that some words have several meanings.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify common affixes, root words, and inflectional forms. <p><i>I can identify affixes, root words and inflectional forms.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify an array of strategies for determining meanings of unknown words and phrases. <p><i>I can identify several strategies for figuring out what words mean.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply sentence level context clues to determine or clarify the meaning of an unknown word or phrase. <p><i>I can apply context clues to figure out what a word means.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply frequently occurring affixes as a clue to determine or clarify the meaning of an unknown word or phrase. <p><i>I can apply clues to figure out what a word means.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) to determine or clarify the meaning of an unknown word or phrase. <p><i>I can use root words to find out what a word means.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose from an array of strategies and apply them to determine the meaning or clarify unknown words. <p><i>I can choose several strategies to figure out what word means.</i></p>	<p>these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>	
<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors,</p>		

clothing) to gain a sense of the concepts the categories represent.

- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes.)
- c. Identify real-life connections between words and their use (e.g. notes places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

Knowledge Targets:

With guidance and support from adults, categorize pictures/words by multiple attributes. (Underpinning)

I can put words and pictures into groups.

With guidance and support from adults, identify real—life connections between words and their uses. (Underpinning)

I can make real life connections between words and their uses.

Reasoning Targets:

With guidance and support from adults, distinguish shades of meaning among similar verbs. (Underpinning)

I can figure out the meaning of verbs with similar meanings.

With guidance and support from adults, distinguish adjectives differing in intensity by defining, choosing and applying them.

I can choose different adjectives that mean the same thing to make my work stronger.

<p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, act out the meanings of similar verbs. <i>I can act out the meaning of verbs that are alike.</i> 		
<p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. (e.g., I named my hamster Nibbles because she nibbles too much because she likes that.)</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquire words and phrases through conversations, reading, being read to, responding to text. (Underpinning) <i>I can learn new words by listening to others, and reading.</i> <input type="checkbox"/> Identify and use frequently occurring conjunctions to signal simple relationships. (Underpinning) <i>I can identify conjunctions.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Distinguish between words and phrases, including those that signal simple relationships, acquired through conversations, reading, being read to, responding to text.</i> I can tell words apart by listening to others and reading. <p>Performance Skill Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, responding to text.</i> I can use words and phrases and conjunctions that I have 		

learned.		
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