

<b>Strand: Reading Literature</b>			
<b>Topics</b>	<b>Standard</b>	<b>"I can..." statements</b>	<b>Vocabulary</b>
<b>Key Ideas and Details</b>	<b>RL.1.1.</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>I can answer all who, what, when or where questions about the story.</li> <li>I can ask at least one question about the story.</li> </ul>	
	<b>RL.1.2.</b> Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>I can tell what the story is about.</li> <li>I can tell the important parts of the story.</li> <li>I can tell what the story is about and tell important parts.</li> <li></li> </ul>	
	<b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>I can who was in the story.</li> <li>I can where the story happened.</li> <li>I can tell what happened in the story.</li> <li>I can name the characters, settings, and important parts in a story.</li> </ul>	Characters Setting Events Details
<b>Craft and Structure</b>	<b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>I can tell how words make me feel.</li> </ul>	
	<b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>I can tell which books are stories.</li> <li>I can tell which books tell true things.</li> </ul>	Fiction/narrative Non fiction Informational text Fantasy
	<b>RL.1.6.</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>I can tell who is talking in the story.</li> </ul>	Narrator Dialogue
<b>Integration of Knowledge and Ideas</b>	<b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, settings, or events.	<ul style="list-style-type: none"> <li>I can tell about the story using pictures and words.</li> </ul>	Illustration Text Relationship
	<b>RL.1.8.</b> (Not applicable to literature)		
	<b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>I can identify characters in the story.</li> <li>I can tell how characters are different.</li> <li>I can tell how characters are the same.</li> </ul>	Compare Contrast Same/alike Different
<b>Range of Reading and Level of Text Complexity</b>	<b>RL.1.10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	When someone helps me: <ul style="list-style-type: none"> <li>I can listen to prose and poems.</li> <li>I can read prose and poems.</li> </ul>	Prose Poetry

<b>Strand: Reading Informational Text</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Key Ideas and Details</b>	<b>RI.1.1.</b> Ask and answer questions about key details in a text	<ul style="list-style-type: none"> <li>I can answer questions about key details in a text.</li> <li>I can ask questions about key details in a text.</li> </ul>	Question Complete sentence Key details
	<b>RI.1.2.</b> Identify the main topic, and retell key details.	<ul style="list-style-type: none"> <li>I can tell what the text is about.</li> <li>I can tell what I learned from the text.</li> </ul>	Main idea/topic Details Retell
	<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>I can tell how two people are alike/connected.</li> <li>I can tell how two events are alike/connected.</li> <li>I can tell how two ideas are alike/connected.</li> <li>I can tell how two facts are alike/connected.</li> </ul>	Cause and effect Comparison Connection
<b>Craft and Structure</b>	<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>I can ask questions about words I don't know.</li> <li>I can answer questions about words I don't know.</li> </ul>	Clarification
	<b>RI.1.5.</b> Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> <li>I can use parts of a book to find information.</li> </ul>	Heading Table of contents Glossary Electronic menu Icons Text features
	<b>RI.1.6.</b> Distinguish between information provided by pictures of other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>I can use the pictures and words to help me understand what is read.</li> </ul>	Illustrations
<b>Integration of Knowledge and Ideas</b>	<b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>I can use the pictures and words to help understand ideas.</li> <li>I can use pictures and words to help me tell about the text.</li> </ul>	Text Illustration Details
	<b>RI.1.8.</b> Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>I can tell what the author wants me to know.</li> <li>I can tell how the words the author used helped me understand.</li> </ul>	Reasons Text
	<b>RI.1.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	<ul style="list-style-type: none"> <li>I can compare texts and say why they are the same.</li> </ul>	Compare/contrast Different/alike

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	descriptions, or procedures).	<ul style="list-style-type: none"> <li>I can compare texts and say why they are different.</li> </ul>	Similar
<b>Range of Reading and Level of Text Complexity</b>	<b>RI.1.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.	When someone helps me: <ul style="list-style-type: none"> <li>I can listen to or read true stories or texts.</li> </ul>	Non-fiction/informational text

<b>Strand: Reading Foundational Skills</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Print Concepts</b>	<p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• I can find the beginning of a sentence.</li> <li>• I can find the end of a sentence.</li> </ul>	<p>Tracking Letters</p>
<b>Phonological Awareness</b>	<p><b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>b.</b> Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</p> <p><b>c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• I can hear and say long and short vowels.</li> <li>• I can blend sounds to make words.</li> <li>• I can hear and say the beginning sound of a word.</li> <li>• I can hear and say the middle sound of a word.</li> <li>• I can hear and say the ending sound of a word.</li> </ul>	<p>Blend Syllable Consonant Vowel Beginning sound Ending sound Sound/phoneme</p>
<b>Phonics and Word Recognition</b>	<p><b>RF.1.3.</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p> <p><b>c.</b> Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> <li>• I can say words that end with silent e.</li> <li>• I can use vowels to sound out syllables.</li> <li>• I can break words into parts.</li> <li>• I can read words with endings.</li> <li>• I can read first grade sight words.</li> </ul>	<p>Sound Word Consonant Long vowel Short vowel Sight words Syllable</p>

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	<p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>		
<b>Fluency</b>	<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read on-level text with purpose and understanding.</p> <p><b>b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>	<p>Accurately</p> <p>Smoothly</p> <p>With expression</p> <p>Strategy use</p> <p>Reading for meaning</p> <p>Setting a purpose</p>

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<b>Strand: Writing</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Text Types and Purposes</b>	<b>W.1.1.</b> Write informative/explanatory pieces, in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>I can write about what I think and tell why I think that.</li> </ul>	Opinion Closure
	<b>W.1.2.</b> Write informative/explanatory texts in which they name what they are writing about and supply some facts about the topic, and provide some closure.	<ul style="list-style-type: none"> <li>I can write about a real topic including some facts.</li> </ul>	Non-fiction/informational text Explanatory Topic Closure
	<b>W.1.3.</b> 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.	<ul style="list-style-type: none"> <li>I can write about the order of things that happened in a book I read or heard.</li> <li>I can use words that show order.</li> </ul>	Narrative Sequence of events Temporal Words
<b>Production and Distribution of Writing</b>	<b>W.1.4.</b> (Begins in grade 3)		
	<b>W.1.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	When someone helps me: <ul style="list-style-type: none"> <li>I can use suggestions to add details to make my writing better.</li> </ul>	Revise Edit Details
	<b>W.1.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.	When someone helps me: <ul style="list-style-type: none"> <li>I can use technology to help to write a story.</li> <li>I can use technology to share my writing.</li> </ul>	Publish Produce Collaborate Digital Tools
<b>Research to Build and Present Knowledge</b>	<b>W.1.7.</b> 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).	<ul style="list-style-type: none"> <li>I can investigate things I am interested in, with others.</li> <li>I can write about things I learn.</li> <li>I can find facts.</li> <li>I can write a book with my classmates.</li> </ul>	Research Opinions Fact
	<b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	When someone helps me: <ul style="list-style-type: none"> <li>I can answer questions in my writing.</li> <li>I can find answers to my questions in many different ways.</li> </ul>	Recall Sources Background knowledge
	<b>W.1.9.</b> (Begins in grade 4)		
<b>Range of Writing</b>	<b>W.1.10.</b> (Begins in grade 3)		

<b>Strand: Speaking and Listening</b>			
<b>Topics</b>	<b>Standard</b>	<b>"I can..." statements</b>	<b>Vocabulary</b>
<b>Comprehension and Collaboration</b>	<b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>first grade topics</i> and <i>texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	<ul style="list-style-type: none"> <li>I can follow rules when I talk with my classmates.</li> <li>I can ask questions about the topic.</li> <li>I can add my own comments to the topic.</li> </ul>	Turn-taking Listening to speaker Eye contact Think-pair-share
	<b>SL.1.2.</b> 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"> <li>I can ask and answer questions after listening to someone speak.</li> </ul>	Clarification Ask questions Answer questions
	<b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>I can ask good questions after listening to someone speak.</li> <li>I can answer questions after listening to someone speak.</li> </ul>	Ask questions Answer questions Complete sentence Clarification
<b>Presentation of Knowledge and Ideas</b>	<b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>I can tell about my ideas and feelings about something I know.</li> <li>I can add details about something I know.</li> </ul>	Describe Details Events Familiar
	<b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>I can use pictures or things to help people understand me.</li> </ul>	Illustration Visual display Provide Additional
	<b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations).	<ul style="list-style-type: none"> <li>I can speak in sentences.</li> </ul>	Audibly Express Complete sentences Appropriate volume

<b>Strand: Language</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Conventions of Standard English</b>	<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Print all upper- and lowercase letters.</p> <p><b>b.</b> Use common, proper, and possessive nouns.</p> <p><b>c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). .</p> <p><b>d.</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).</p> <p><b>e.</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p><b>f.</b> Use frequently occurring adjectives.</p> <p><b>g.</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>)</p> <p><b>h.</b> Use determiners (e.g., <i>articles, demonstratives</i>).</p> <p><b>i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p><b>j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> <li>• I can write all my upper-case letters.</li> <li>• I can write all my lower-case letters.</li> <li>• I can use nouns in my speaking and writing.</li> <li>• I can match nouns with action words (He hops; We hop).</li> <li>• I can use a different word for a noun (<i>I, me, my, they, them, their, anyone, everything</i>).</li> <li>• I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking.</li> <li>• I can use describing words.</li> <li>• I can use connecting words.</li> <li>• I can use <i>a, an, and the</i></li> <li>• I can use prepositions like <i>over, under, and around</i></li> <li>• I can combine sentences.</li> </ul>	<p>Uppercase/lowercase</p> <p>Plural</p> <p>Naming words</p> <p>Action words</p> <p>Complete sentences</p> <p>Question words</p>
	<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>a.</b> Capitalize dates and names of people.</p> <p><b>b.</b> Use end punctuation for sentences.</p> <p><b>c.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>d.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• I can capitalize dates and names.</li> <li>• I can use end punctuation for sentences.</li> <li>• I can use commas in dates and lists.</li> <li>• I can spell sight words and word family words.</li> <li>• I can use invented spelling.</li> </ul>	<p>Capitalization</p> <p>Punctuation</p> <p>Period</p> <p>Question mark</p> <p>Exclamation mark/point</p> <p>Phonetic spelling</p> <p>Comma</p>
	<b>L.1.3.</b> (begins in grade 2)		
<b>Vocabulary Acquisition and Use</b>	<p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on first grade reading and content, choosing flexibly from an array of strategies:</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> <li>• I can find root words and endings.</li> <li>• I can use word clues to figure out what a word means.</li> <li>• I can use the end of words to figure out what a word means.</li> </ul>	<p>Clarification</p> <p>Word endings (suffix)</p> <p>Word beginnings (prefix)</p>



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	<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>		
	<p><b>L.1.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.  <b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  <b>b.</b> Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).  <b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).  <b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can put words in groups that are the same.</li> <li>• I can tell what words mean and add details.</li> <li>• I can make connections between words.</li> <li>• I can show words that mean moving and how they are moving.</li> </ul>	<p>Categorize  Opposites/antonyms  Synonyms  Action words/verbs</p>
	<p><b>L.1.6.</b> Use words and phrases acquired through conversations, reading and begin read to, and responding to texts, including using frequently occurring conjunctions to signal relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that.</i>)</p>	<ul style="list-style-type: none"> <li>• I can put two little sentences together in one sentence.</li> </ul>	<p>Complete sentences  Relationships</p>