# MSD of Pike Township K-5 Literacy Curriculum Map and Resources

K-5 Literacy Curriculum wap and Resources							
Teacher Resources	Student Resources	Curriculum Map Helpful Hints					
<b>Teacher's Guide</b> - A comprehensive guide that provides support and resources for <b>instructional planning</b> . There are multiple volumes depending on the grade level and they are available in print and online.	myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.	Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.					
<b>Teaching Pal</b> - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use <b>during instruction</b> .	<b>Rigby Leveled Library -</b> K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.	<b>Modules</b> - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.					
Writing Workshop Teacher's Guide - Provides explicit step-by- step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.  Teacher Resource Book - A collection of Printables for student application of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.  Guiding Principles and Strategies - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.  BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.  Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.	Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.  Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.  Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.  Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.  Sound/Spelling Cards (Grades 1-2 only) - large-format instruction cards with pictures and multiple spelling combinations.  Kindergarten Only - alphafriend cards/videos and alphabet cards.	Lessons - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).  Ed: Your Friend in Learning - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.  Priority Standards and Essential Skills - these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).  Common Assessments - At the end of each module there is a Module Assessment. These will serve as the common assessments. All K-5 students will take this assessment during the designated week of instruction.  SPECIAL NOTES:  Test Taking Strategies/Tips: Find evidence in passage.  Response Masking Tool for online assessments or cross out answers.  Reread the question after reading all possible answers.  Take your time.  Find evidence in passage.					

	MSD of Pike Township Reading Curriculum Map - Grade 1						
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.3.2 [1] 1.RF.3.4 [6] 1.RF.4.4 [11] 1.RF.4.5 [13]	1.RV.2.4 [2] 1.RF.4.6 [7]	1.RN.2.1 [3] 1.RN.2.2 [8] 1.RL.2.3 [12] 1.RL.4.1 [14] 1.RV.3.1 [15]	1.W.6.1a [4] 1.W.6.1b [9]	1.W.4 [10]		
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Blend sounds to make single-syllable words.  Tell the beginning, middle, and ending sound of single-syllable words.  Decode one-syllable words with the CVC pattern (short a and short i).  Recognize and read high-frequency sight words.	Read root words with affixes.(-ed)  Recognize affixes, roots, and word endings. (-ed)  Use affixes, roots, and word endings as clues to the meaning of an unknown word.	Retell main (central) ideas of a nonfiction text.  Retell key details of a nonfiction text  Identify and describe the main character(s) in a story.  Identify and describe the setting of a story.  Use key details to identify and describe the story's plot.  Use the illustrations and details to describe characters, settings, and events in a story.  Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses  (touch, hearing, sight, taste, smell).  Identify the author's purpose of a text.	Identify nouns that name an animal, place, person, or thing. Write sentences with nouns. Capitalize nouns when appropriate. Identify sentences that use action verbs.	Develop topics for stories.  Describe characters and their actions.  Use words to signal event order.  Organize ideas into a beginning, middle, and end.  Apply the writing process.		
Topics	High Frequency Words (HFW) Short Vowels: A and I	Root Words, Affixes Verb Tense	Central Idea Story Structure Author's Purpose	Nouns Action Verbs	Oral Story  Prompt: Tell a story about a moment in your life.		
Lesson Content	Phonics: Consonants m, s, t, b; short a Spelling: short a Fluency: accuracy, self correction  Lessons 6-10 HFW: a, first, good, had, he, I, my, was Phonics: Consonants n, d, c /k/; short a Spelling: short a Fluency: reading rate  Lessons 11-15 HFW: and, find, for, just, many, one, she, then	Lessons 1-5 enjoy, excited, noisy, favorite, furry, goodness, great, hall, library, nervous, new, try, challenge, emotions, friendships classify and categorize  Lessons 6-10 accept, calm, happened, introduce, kinds, last, partner, ridiculous, search, together, trip, wished inflection -ed  Lessons 11-15 approve, beautiful, changed, chilly, copied, flutter, folds, grumbled, paddled, quivered, swayed, ugly, weird inflection -ed	Lessons 1-5 Realistic fiction Fantasy Narrative nonfiction Story structure Author's purpose Lessons 6-10 Fantasy Realistic fiction Informational text Author's purpose Central (Main) Idea Lessons 11-15 Realistic fiction Fairy tale Song characters	Lessons 1-5 Nouns (people and animals)  Lessons 6-10 Nouns (places and things)  Lessons 11-15 Action verbs	Lessons 1-5 Focal Text: Ralph Writes a Story Finding a topic Oral story-telling Lessons 6-10 Telling and listening to stories Prewriting: developing a class story Drafting Lessons 11-15 Revising: adding details, finding the right words Editing: capitalizing proper nouns Publishing Sharing		

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Assessments	Optional: Know It, Show It: Short a p.4 Short i p.26 Printables: Word List 1,2,3	Optional: Know It, Show It: Power Words p.9 Printables	Optional:  Weekly Assessment  Know It, Show It: Author's Purpose p.11 Selection Quizzes: My School Trip Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment			
Pa	acing Guidance	Lessons	Additional Standards	Text	Assessment			
Week 1	August 17-21	Lessons 1-5	1.RV.1, 1.RV.2.2, 1.RV.3.1, 1.SL.2.1, 1.SL. 2.5, 1.RF.4.1, 1.W.6.2.c [16]	Pete the Cat My First Day Try This!	Weekly Assessment			
Week 2	August 24-28	Lessons 6-10	1.RV.1, 1.RF.5, 1.RL.1, 1.RL.2.1, 1.RN.1, 1. W.6.2c [17]	You Will Be My Friend My School Trip A Kid's Guide to Friends	Weekly Assessment			
Week 3	August 31 - September 4	Lessons 11-15	1.RF.3.5, 1.RF.4.2, 1.RL.2.1, 1.RL.3.1, 1.ML. 1, 1.ML.2.1 [18]	Suki's Kimono Big Dilly's Tale I'm Me	Weekly Assessment			
Week 4	September 8-11 (4-day)	Remediation/Enrichment	as needed	as needed	Required Module Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing			
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore,	1.RF.3.2 [19] 1.RF.4.4 [24]	1.W.6.1a [20] 1.W.6.1b [25] 1.RV.2.1 [28] 1.RV.2.2 [30]	1.RL.2.3 [21] 1.RL.4.1 [26] 1.RN.2.3 [29] 1.RN.3.1 [31] 1.RN.4.1 [32]	1.W.3.3 [22]	1.W.3.3 [23] 1.W.4 [27]			
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Blend sounds, including consonant blends to produce single-syllable words.  Decode one-syllable words in the major syllable patterns. (CVC pattern - short o and short u)  Read words in common word families.(short o and short u)  Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).  Distinguish beginning, middle (medial), and final sounds in single-	Identify nouns.  Use context clues (words and sentence clues) to help me understand an unknown word.  Use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word.  Sort words into categories using antonyms.  Identify sentences that use action verbs.	Identify and describe the setting of a story.  Use the illustrations and details to describe characters, setting, or events in a story.  Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.  Identify and use text features in a nonfiction text.  Locate and describe key facts in a nonfiction text.  Identify the support the points an author gives for the topic.	Identify a complete sentence.  Identify a word that describes a noun.  Write a complete sentence.  Write a word that describes a noun.	Describe how an object looks.  Apply the writing process.			
Topics	syllable words.  High Frequency Words (HFW)  Short Vowels: O and U	Nouns Verbs Antonyms	Setting Text Features Text Organization	Adjectives Complete Sentences	Descriptive Essay Prompt: Write a short description of what makes your world wonderful.			
Lesson Content	Lessons 1-5 HFW: are, buy, little, said, too, up, will, you Phonics: consonants g, k; review short a & i Spelling: short i Fluency: expression  Lessons 6-10 HFW: do, live, of, our, wants, what, with, your Phonics: consonants I, h; short o Spelling: short o Fluency: intonation  Lessons 11-15 HFW: about, eat, how, make, out, put, takes, who Phonics: consonants w, j, y, v; short u Spelling: short u Fluency: accuracy & self-correction	Lessons 1-5 belong, gifted, help, market, mess, neighbors, persists, sell, set, sketch, smeared, toiled words about places and things antonyms  Lessons 6-10 canvas, clinic, community, decorated, dipped, gazed, gloom, heart, map, places, purpose, town words about places and things  Lessons 11-15 against, churn, close, docked, drive, harbor, heal, pointing, spoon, stock, unload words about actions and directions	Lessons 1-5 Opinion writing Informational text Realistic fiction Ideas and support Text organization Setting Lessons 6-10 Realistic fiction Informational text Text features Area words Lessons 11-15 Fantasy Informational text Text organization	Lessons 1-5 Adjectives: size and shape Lessons 6-10 Adjectives: color and number Lessons 11-15 Complete sentences	Lessons 1-5 Focal Text: Nana in the City Prewriting: finding a topic & planning  Lessons 6-10 Drafting: elements of a descriptive essay, using sensory words, adding art Revising  Lessons 11-15 Revising: capitalization Editing: review grammar, preparing to publish Publishing Sharing			

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Assessments	Optional: Know It, Show It: Short o p 45 Short u p 55 Printables: Word List 4,5,6	Optional: Know It, Show It: Generative Vocabulary p 39 Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes: Dan had a Plan Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment			
Pacin	g Guidance	Lessons	Additional Standards	Text	Assessment			
Week 1	September 14-18	Lessons 1-5	1.RV.1, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF. 5, 1.RL.1, 1.RL.2.2, 1.W.3.2, 1.W.6.2.c [33]		Weekly Assessment			
Week 2	September 21-25	Lessons 6-10	1.RV.1, 1.RV.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF. 4.1, 1.RF.5, 1.RN.2.2, 1.RN.4.2, 1.W.2.1, 1. W.3.2, 1.W.6.2.c [34]		Weekly Assessment			
Week 3	September 28 - October 2	Lessons 11-15	1.RV.1, 1.RV.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF. 4.2, 1.RF.5, 1.RN.1, 1.RN.2.1, 1.W.1, 1.W. 3.2, 1.W.6.1.e, 1.W.6.1.b, 1.W.2.1, 1.W.6.2 [35]	Who Put the Cookie in the Cookie	Weekly Assessment			
Week 4	October 5-9	Remediation/Enrichment	As needed	as needed	Required Module Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.3.2 [36] 1.RF.4.1 Consonant Digraphs [41] 1.RF.4.4 [46]	1.RV.2.2 Synonyms [37] 1.RV.2.4 -ing [42]	1.RL.2.3 [38] 1.RL.3.2 [43] 1.RN.2.3 [47] 1.RN.3.1 Labels [49] 1.RN.3.2 [50]	1.W.6.1a [39] 1.RF.2.3 [44]	1.W.5 [40] 1.W.6.1e [45] 1.W.4 [48]			
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Blend sounds, including consonant blends, to make single- and multi-syllable words.  Decode words one-syllable words in the major syllable patterns (CVC).  Use letter-sound knowledge of single consonants, short vowels, and consonant digraphs to decode phonetically regular words independent of context.  Recognize and read commonly and irregularly spelled high frequency sight words.	Sort words into categories using synonyms and antonyms.  Recognize affixes, roots, and word endings.  Use affixes, roots, and word endings as clues to the meaning of an unknown word.  Write sentences with nouns and personal pronouns and capitalize nouns as appropriate.  Recognize time and position words.	Identify and describe the main character(s), setting, problem and solution in a story.  Use key details to identify and describe the story's plot.  Identify who is telling the story throughout a text.  Identify and use text features in a nonfiction text.  Locate and describe key facts in a nonfiction text.	Identify/use singular and plural nouns in writing.  Identify the words that make a sentence complete.  Identify the subject of a sentence.	Identify sources of information about my topic and tell where I found them.  Organize information, using graphic organizers and other aids.  Write in complete sentences.  Apply the writing process.			
Topics	High Frequency Words (HFW) Short Vowel: e Consonant Digraph: sh	Synonyms Inflectional -ing Prepositions	Ask and Answer Questions Create Mental Images Monitor and Clarify Summarize	Sentence Parts Statements Singular and Plural Nouns	Research Essay  Prompt: Write about things your teacher does at school.			

	MSD of Pike Township Reading Curriculum Map - Grade 1						
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5 HFW: day, every, fly, have, look, made, they, write Phonics: consonants qu, x, z; short e Spelling: short e Fluency: reading rate  Lessons 6-10 HFW: all, down, four, from, her, now, saw, went Phonics: double final consonants; consonants ck Spelling: double final consonants Fluency: expression  Lessons 11-15 HFW: by, call, could, know, some, there, were, would Phonics: consonant digraph sh Spelling: consonant digraph sh Fluency: phrasing	Lessons 1-5 empty, exclaimed, hunts, propel, sinking, soon, spring, stubby, surprise, twigs, warm words about time and position synonyms  Lessons 6-10 dull, experts, lenses, once, pupils, sharp, sheds, shingle, shriek, stroll, swivel, thank words about time and position  Lessons 11-15 circling, clenched, herd, limit, mark, pelted, predators, prey, puny, raised, school, scold inflection -ing	Lesson 1-5 Informational text Realistic fiction Ask and answer questions Text features Story structure  Lesson 6-10 Informational text Folktale Narrative Nonfiction Point of view Text organization Create mental images Monitor & clarify  Lesson 11-15 Fantasy Procedural text Text organization Story structure Summarize Chronological order	Lessons 1-5 Sentence parts  Lessons 6-10 Statements  Lessons 11-15 Singular and plural nouns	Lessons 1-5 Focal Text: Giraffes by Kate Riggs Prewriting: finding a topic & researching a topic  Lessons 6-10 Drafting: elements of an informational text, integrating research, adding art, adding text features Revising  Lessons 11-15 Revising: singular & plural nouns Editing: review grammar, preparing to publish Publishing Sharing		
Assessments	Optional: Know It, Show It: Short e p 63 Consonant sh p 84 Printables: Word List 7,8,9	Optional: Know It, Show It: Generative Vocabulary p 80 Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes: The Nest Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
Pa	cing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	October 12-16	Lessons 1-5	1.RV.1, 1.SL.2.1, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.RL.2.1, 1.RL.4.1, 1.W.3.2, 1.W.6.2.c [51]	Animal Q & A Best Foot Forward The Nest	Weekly Assessment		
Week 2	October 26-30	Lessons 6-10	1.RV.1, 1.RF.3.4, 1.RF.3.5, 1.RF.4.2, 1.RF.4.5, 1.RF.5, 1.RL.2.1, 1.RN.3.2, 1.RN.2.1, 1.W.3.2, 1.W.4, 1.W.6.2.c [52]	Whose Eye Am I? Blue Bird & Coyote Have You Heard the Nesting Bird?	Weekly Assessment		
Week 3	November 2-6	Lessons 11-15	1.RF.3.4, 1.RF.3.5, 1.RF.5, 1.W.6.2.c, 1.RF.4.6, 1.W.6.1.b, 1.RL.3.1, 1.RL. 4.1, 1.RN.2.2, 1.RN.3.2, 1.W.3.2, 1.W. 4, 1.W.5.b, [53]	Ol' Mama Squirrel Step By Step Advice Beaver Family	Weekly Assessment		
Week 4	November 9-13	Remediation/Enrichment	as needed	as needed	Required Module Assessment		

		MSD of Pike Township	Reading Curriculum Map - Grade 1		
Module 4	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.3.2 [54] 1.RF.4.1 [59] 1.RF.4.4 [64]	1.RF.4.6 -er, -est & compound words 1.RV.2.1 [60] 1.RV.2.4 [65]		1.W.6.1.a [57] 1.W.6.2.a [62] 1.W.6.1.e [67]	1.W.3 [58] 1.W.4 [63]
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Blend sounds to make single- and multi-syllable words.  Recognize and read commonly and irregularly spelled high frequency sight words.  Use letter-sound knowledge of single consonants, short vowels, and consonant digraphs to decode phonetically regular words independent of context.	Use affixes and roots to understand the meanings of unknown words.  Read and understand comparatives and compound words.	Answer questions about main ideas and details.  Retell a story, fable, or fairy tale in sequence and identify the theme.  Identify the plot, character, and setting, using key details.  Describe characters, settings, or events in a story.  Retell main idea and key details in a nonfiction text.  Identify and use text features in a nonfiction text.  Locate and describe key facts in a nonfiction text.  Identify the support an author gives for their topic.  Identify who is telling the story at various points in a text.	Complete a command sentence using that, these or those.  Identify when proper nouns are written correctly.  Identify the correct preposition in a sentence.	Use words to signal event order.  Organize ideas into a beginning, middle and end.  Apply the writing process.
Topics	High Frequency Words (HFW) Consonant Digraphs: th, wh, tch 'S' Blends Inflections: -s, -es	Compound Words Suffixes: -er, -est Context Clues	Ideas and Support Central (Main) Idea Point of View Text Features Characters Theme	Prepositions, Prepositional Phrases Proper Nouns Commands	Procedural Text  Prompt: Write about the steps you take when you wash your hands.

	MSD of Pike Township Reading Curriculum Map - Grade 1						
Module 4	<u>Foundations</u>	Vocabulary	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5 HFW: be, here, me, play, started, today, use, very Phonics: consonant digraph ch Spelling: consonant digraph ch Fluency: intonation  Lessons 6-10 HFW: jump, right, say, their, walk, way, where, why Phonics: consonant digraphs th, wh; trigraph -tch; inflections -s, -es Spelling: consonant digraphs th, wh Fluency: accuracy and self-correction  Lessons 11-15 HFW: after, before, does, don't, grow, into, no, wash Phonics: initial blends with s Spelling: initial blends with s Fluency: reading rate	Lessons 1-5 bend, coach, drills, equipment, fan, field, goal, jog, pace, rules, team, twist compound words context clues  Lessons 6-10 afford, body, champions, excuse, exercise, guy, hero, match, opponent, professional, spreading, well compound words  Lessons 11-15 dusk, fruits, heap, jeered, penalty, quarrel, seed, short, stumbled, trouble suffixes -er, -est	Lessons 1-5 Opinion writing Informational text Ideas and support Central (Main) idea Evaluate Point of view Lessons 6-10 Biography Informational text Fantasy Central (Main) Idea Synthesize Text Features Retell Characters  Lessons 11-15 Folktale Fantasy Theme Point of view Make connections Central (Main) idea	Lessons 1-5 Prepositions and prepositional phrases Lessons 6-10 Proper nouns Lessons 11-15 Commands	Lessons 1-5 Focal Text: Do Unto Otters by Laurie Keller Prewriting: finding a topic & developing a topic  Lessons 6-10 Drafting: elements of a procedural text, choosing the right words, adding art Revising: time order words  Lessons 11-15 Revising: the parts of the narrative Editing: review grammar, preparing to publish Publishing Sharing		
Assessments	Optional: Know It, Show It: digraph <i>ch</i> p 92 digraph <i>th, wh</i> p 103 Printables: Word List 10,11,12	Optional: Know It, Show It: Generative Vocabulary p 97 Compound Words p 109 Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes: Get Up and Go Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
Pacin	g Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	November 16-20	Lessons 1-5	1.RF.2.3, 1.RF.3.3, 1.RF.3.5, 1.RF.5, 1.W.6.2.c 1.RN.2.1, 1.SL.1, 1.SL.4.3, 1.W.3.2, 1.W.5.b [72]	Good Sports Baseball Hour Goal!	Weekly Assessment		
Week 2	November 30 - December 4	Lessons 6-10	1.RF.3.3, 1.RF.3.5, 1.RF.5, 1.W.6.2.c, 1.RV.1, 1. RN.2.3, 1.W.3.2 [73]	Pele King of Soccer Get Up and Go A Big Guy Took My Ball!	Weekly Assessment		
Week 3 Week 4	December 7-11 December 14-17 (4-day)	Lessons 11-15 Remediation/Enrichment	1.RF.3.5, 1.RF.5, 1.RL.1, 1.RL.3.2, 1.RL.4.2, 1. ML.1, 1.ML.2.1, 1.W.3.2, 1.W.4.b, 1.W.6.2.b, 1.W. 6.2.c [74] as needed	The Great Ball Game If You Plant a Seed as needed	Weekly Assessment  Required Module Assessment		
1100K 4		. toou.suoru Erinorinioni	40000				

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.3.2 [75] 1.RF.4.4 [80] 1.RF.4.6 [84] 1.RF.4.1 [86]	1.RV.1 [76] 1.RV.2.4 [81] Use affixes and roots to	1.RL.2.2 Theme [77] 1.RL.2.3 [82] 1.RL.4.1 [85] 1.RN.2.2 Central Idea [87] 1.RN.3.1 [88] 1.RN.4.1 [89]  Retell a story, fable, or fairy tale in sequence	1.W.6.1.b [78]  Writing sentences using verbs to	1.W.3.3 [79] 1.W.4 [83]  Develop topics for stories or			
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	multiple-syllable words.  Recognize and read commonly and irregularly spelled high frequency sight words.  Read grade-appropriate root words and affixes including verb tense and comparatives (e.g., look, -ed, -ing, -s, -er, -est)  Use letter-sound knowledge of single consonants consonant blends and digraphs, to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	understand the meanings of unknown words.  Use vocabulary from different sources (reading, conversation, etc.).	and identify the theme.  Identify the plot, character, and setting, using key details.  Describe characters, settings, or events in a story.  Use illustrations and details in a story to describe its characters, setting, or events.  Retell main (central) idea in a nonfiction text.  Identify and use text features in a nonfiction text.  Locate and describe key facts in a nonfiction text.  Identify the support an author gives for their topic.	convey a sense of past, present, and future.	Describe characters and their actions.  Organize ideas into a beginning, middle, and end.  Use words to signal event order.  Apply the writing process.			
Topics	High Frequency Words (HFW) Initial Blends: L and R Final Blends Compound Words Inflection: -ed	Suffixes: -er, -est, -y, -ful Inflection: -s Reference Sources	Text Features Story Structure Ideas and Support Central Idea Theme	Subjects, Verbs Verbs and Time Verb: be	Prompt: Write your own story about two animals that are friends.			

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Lesson Content	Lessons 1-5 HFW: around, came, come, found, other, people, two, worked Phonics: initial blends with I Spelling: initial blends with I Fluency: expression  Lessons 6-10 HFW: again, a way, because, cold, fall, full, or, pretty Phonics: initial blends with r Spelling: initial blends with r Fluency: phrasing  Lessons 11-15 HFW: any, done, laugh, long, more, pull, teacher, think Phonics: final blends, inflection -ed Spelling: final blends Fluency: intonation	Lessons 1-5 blackout, busy, gravity, huddles, idea, normal, revolve, rolls, still, sweep, tilts, universe suffixes -er -est reference sources  Lessons 6-10 arrives, avoid, bare, blanket, faces, fades, hidden, nears, pattern, seasons, shines, weather inflection -s  Lessons 11-15 able, creatures, groan, reaching, shivering, starry, swooping, wait, wasted, worth suffixes -y -ful	Informational text Opinion writing Text features Make & confirm predictions Make connections Ideas and support  Lessons 11-15 Narrative nonfiction Fantasy Song Central (Main) idea Make & confirm predictions Theme	Lessons 1-5 Subjects and verbs Lessons 6-10 Verbs and time Lessons 11-15 The verb be Using is, are, was and were	Lessons 1-5 Focal Text: Why the Sun and Moon Live in the Sky by Elphinstone Dayrell Prewriting: finding and developing a topic  Lessons 6-10 Drafting: elements of imaginative narrative, choosing the right words, adding art Revising: pronouns, grouping  Lessons 11-15 Revising: the parts of a narrative Editing: reviewing for grammar, preparing to publish Publishing Sharing			
Assessments	Know It, Show It: Initial Blend / p 121 Initial Blend / p 132 Printables: Word List 13,14,15	Optional: Know It, Show It: Generative Vocabulary Inflection -s p 138, Suffixes -er, -est, -y, -ful p 126/148 Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes: Blackout Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment			
Pa	cing Guidance	Lessons	Additional Standards	Text	Assessment			
Week 1 Week 2	January 4-8 January 11-15	Lessons 1-5 Lessons 6-10	1.RF.2.4, 1.RF.3.3, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.W.6.2.c, 1.RN.2.3, 1.SL.3.1, 1.ML.1, 1.ML. 2.1 [90] 1.RF.3.3, 1.RF.3.5, 1.RF.4.1, 1.RF.4.4, 1.RF.5, 1.W.2.1, 1.W.6.2.c, 1.RN.1, 1.RN.2.1, 1.RN. 2.3, 1.RN.4.2 [91]	Blackout Day and Night	Weekly Assessment Weekly Assessment			
Week 3	January 19-22 (4-day)	Lessons 11-15	1.RF.2.3, 1.RF.3.3, 1.RF.3.5, 1.RF.4.1, 1.RF. 4.2, 1.RF.5, 1.W.6.2.c, 1.RL.2.4, 1.W.4.b [92]	Oscar and the Moth Waiting is Not Easy!	Weekly Assessment			
Week 4	January 25-29	Remediation/Enrichment	as needed	as needed	Required Module Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 1							
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing			
Priority Standards	1.RF.4.2 [93]	1.RV.2.1 [94]	1.RN.4.1 [95]	1.W.6.1.e [96]	1.W.3.3 [97]			
	1.RF.4.3 [98]	1.RV.2.4 [99]	1.RN.3.1 [100]	1.W.6.2.a [101]	1.W.4 [102]			
Bolded standards are important grade	1.RF.4.4 [103]	1.RF.4.6 [104]	1.RN.3.2 [105]	1.W.6.2.b [106]				
level standards in this module.	1.RF.4.1 [107]		1.RL.2.3 [108]					
Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.			1.RL.4.1 [109]					
	Decode one-syllable words with the	Use context clues (words and	Locate and describe key facts in a	Capitalize the first word in my	Develop topics for stories or poems.			
	VCe pattern.		nonfiction text.	sentence, dates, names of people,				
		understand an unknown word.		and the word "I".	Describe characters and their			
	Read and write words with the VCe pattern.	Use text features (glossary, table of	Identify and describe the main character(s), setting, problem and	Use a period, question mark, and	actions.			
	pattern.	contents, index, captions,	solution of a story.	exclamation mark at the end of a	Use words to signal event order.			
	Read and write words using silent	illustrations, headings) to help me	Solution of a story.	sentence.	Soo words to signar event erder.			
	letter combinations.	understand an unknown word.	Use key details to identify and		Organize ideas into a beginning,			
	<u></u>		describe the story's plot.	Use commas in dates and to	middle, and end.			
Essential Skills: SWBAT	Recognize and read high-frequency	Use affixes and roots to understand	Lies the illustrations and details to	separate items in a series.	Apply the symiting process			
(Students will be able to)	sight words.		Use the illustrations and details to describe characters, settings, and	Use two simple sentences to write	Apply the writing process.			
Underlined skills are important skills	Use letter-sound knowledge of			a compound statement.				
that are assessed on the module	single consonants (hard and soft	and affixes including verb tense and	,					
assessment.	sounds), short and long vowels,		Identify how a nonfiction text can be					
	consonant blends and digraphs to	<u>-er, -est</u> ).	structured to indicate order (e.g.,					
	decode phonetically regular words (e.g., cat, go, black, boat, her),		sequential) or to explain a simple cause and effect relationship.					
	independent of context.		<u>cause and effect relationship.</u>					
	madpondon or demox.		Identify the reasons the author gives					
			to support points in a text.					
			Know and use various text features (e.					
			g., table of contents, glossary,					
			illustrations) to locate and describe					
			key facts or information in a text.					

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Lessons 1-5 HFW: another, gave, house, o own, read, water, white Phonics: long e, i, o (CV), possessives with 's Spelling: CV pattern; question Fluency: accuracy, self-correct  Lessons 6-10 HFW: always, began, better, ghurt, shall, should, things Phonics: long a (VCe), Soft c Spelling: long a (VCe) Fluency: reading rate  Lessons 11-15		Lessons 6-10 audience, base, contest, hope, liberty, national, onstage, program, split, stand, towers, vote suffixes -less -ful  Lessons 11-15 brittle, celebrate, center, Constitution, famous, government, papers, parade, share, signed, tradition words about actions (verbs)	Lessons 1-5 Informational text Song, drama Text features Elements of poetry Make & confirm predictions Elements of drama Media literacy: reference sources  Lessons 6-10 Realistic fiction Opinion writing Informational text Point of view Evaluate Ideas & support Make connections, text connections  Lessons 11-15 Narrative nonfiction Realistic fiction Poetry Text features Create mental images Story structure Elements of poetry	Lessons 1-5 Questions Lessons 6-10 Compound sentences Lessons 11-15 Names of months, days, holidays	Lessons 1-5 Focal Text: The Thanksgiving Door by Debby Atwell Prewriting: finding & developing a topic  Lessons 6-10 Drafting: elements of a narrative, choosing the right words, adding art Revising: synonyms, grouping  Lessons 11-15 Revising: incorporating feedback Editing: reviewing for grammar, preparing to publish Publishing Sharing
Topics	High Frequency Words (HFW) Long Vowels: e, i, o (CV) Possessives: 's Long Vowels: a, i, o (VCe) Soft c Silent Letters: KN, WR	Action Words Suffixes: -y, -ful, -less Multiple Meaning Words	Text Features Elements of Poetry Elements of Drama Point of View Ideas and Support Text Organization Story Structure	Questions Compound Sentences Names of Months, Days, and Holiday	Prompt: Write a story about things you and things you did when you went someplace new.
Assessments	Optional: Know It, Show It: Long <i>e,i,o</i> p 3, Long <i>a,i</i> p 14, Long <i>u</i> p 24 Printables: Word List 16,17,18	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment
Pacin	g Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	February 1-5	Lessons 1-5	1.RF.3.4, 1.RF.3.5, 1.RF.5, 1.RF.2.4, 1.RL.2.4, 1.SL.4.1, 1.ML.1, 1.W.6.2.c [110] 1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF. 4.1, 1.RF.5, 1.RV.1, 1.RL.3.2, 1.RN.1,	State the Facts You're a Grand Old Flag Monument City Presidents' Day	Weekly Assessment
Week 2	February 8-12	Lessons 6-10	1.RN.2.2, 1.RN.4.2, 1.W.1, 1.W.6.2.c [111]	The Contest The Statue of Liberty	Weekly Assessment
Week 3	February 16-19 (4-day)	Lessons 11-15	1.RF.3.4, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RL.2.1, 1.RL.3.1, 1.SL.4.1, 1.W.6.1. a, 1.W.6.1.b, 1.W.6.2.c [112]	Can We Ring the Liberty Bell? Hooray for Holidays! Patriotic Poems	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Week 4	February 22-26	Remediation/Enrichment	as needed	as needed	Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 1				
Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards	1.RF.4.1 [113]	1.RV.2.1 [114]	1.RN.2.2 Central (Main) Idea [115]	1.W.6.1.a [116]	1.W.3.3 [117]
Bolded standards are important	1.RF.4.3 [118]	1.RV.2.2 [119]	1.RN.2.3 [120]	1.W.6.1.b [121]	1.W.4 [122]
grade level standards in this module.	1.RF.4.4 [123]	1.RV.2.4 [124]	1.RN.3.2 [125]		
Italicized standards indicate that this is the last time assessed and,		1.RV.3.1 [126]	1.RN.4.1 [127] 1.RL.3.2 [128]		
TRACTAGE MARKET IN AVERAGE	Use final -e patterns to read words.	Identify words and phrases in stories,	Retell main ideas of a nonfiction text.	Write sentences with nouns.	Develop topics for stories or
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Identify the sounds vowel teams and vowel digraphs make.  Recognize and read high-frequency sight words.  Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs to decode phonetically regular words (e.g., cat. go, black, boat, her), independent of context.	poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).  Sort words into categories using synonyms and antonyms.  Recognize affixes, roots, and word endings.  Use affixes, roots, and word endings as clues to the meaning of an unknown word.  Use context clues to understand the meaning of an unknown word.	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.  Identify the support an author gives for their topic.  Identify the author's opinion about a text.  Identify how the structure in a nonfiction text shows order.	Capitalize nouns when appropriate.  Write sentences using personal pronouns.  Write sentences using different verb tenses.	Describe characters and their actions.  Use words to signal event order.  Organize ideas into a beginning, middle, and end.  Apply the writing process.
	High Frequency Words (HFW)	Feelings and Beliefs Words	Identify the point of view of a text.  Ideas and Support	Future Tense	Poem
Topics	Long Vowels: u & e (vCe) Soft g Long E: ee, ea Short E: ea Long A: ay, ai Contractions: 'm, 's, n't, 'll	Places and Things Words Suffix: -less		Subject Pronouns Pronouns: I and me	Prompt: Write a poem about someone special.

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Lesson Content	Lessons 1-5 HFW: animal, heads, keep, let's, point, something, voice, won't Phonics: long <i>u</i> , <i>e</i> (VCe), Soft <i>g</i> ( <i>g</i> , <i>dge</i> ) Spelling: long <i>u</i> , VCe pattern Fluency: intonation  Lessons 6-10 HFW: below, far, hear, hold, old, only, open, round Phonics: long <i>e</i> (ea, ee), short <i>e</i> (ea) Spelling: long <i>e</i> patterns  Lessons 11-15 HFW: air, different, drink, enough, neverm small, through, under Phonics: long <i>a</i> (ai, ay), contractions with 'm, 's, n't, 'll Spelling: long <i>a</i> Vowel Teams Fluency: accuracy, self correction	Lessons 1-5 break, deep, direction, divide, fiery, fluffy, landed, mission, nature, problem, spectacular, spindly words about feelings, and beliefs shades of meaning  Lessons 6-10 decided, dunes, edges, explore, ledges, lugged, noticed, preserve, rest, shrubs, spines, trace suffix -less  Lessons 11-15 affect, coexist, fossils, fragile, hike, interesting, poisonous, popular, report, rim, tour suffix -less	Lessons 1-5 Opinion writing Informational text Fantasy Ideas and support Text organization Make inferences Point of view Research: gather information  Lessons 6-10 Fiction Informational text Procedural text Setting Monitor & clarify Central (Main) idea Summarize Text organization  Lessons 11-15 Narrative nonfiction Informational text Song Central (Main) idea Synthesize Content-area words	Lessons 1-5 Future tense Lessons 6-10 Subject pronouns Lessons 11-15 Pronouns / and me	Lessons 1-5 Focal Text: Ask Me by Bernard Waber Prewriting: finding a topic  Lessons 6-10 Prewriting: developing a topic Drafting: elements of poetry, choosing the right words Revising: word choice, grouping  Lessons 11-15 Revising: line breaks, white space Editing: reviewing for grammar, preparing to publish Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment
Pa	cing Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	March 1-5	Lessons 1-5	1.RF.2.3, 1.RF.3.3, 1.RF.3.5, 1.RF. 4.2, 1.RF.4.3, 1.RF.5, 1.RV.2.2, 1.RL. 1, 1.W.5.a [129]	Storm Report Rainy, Sunny, Blowy, Snowy Sam and Dave Dig a Hole	Weekly Assessment
Week 2	March 8-12	Lessons 6-10	1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF. 4.1, 1.RF.5, 1.RL.2.3, 1.RL.4.1, 1.RN. 2.1, 1.RN.3.2, 1.SL.4.1, 1.W.1, 1.W. 6.2.c [130]	On Meadowview Street Deserts Handmade	Weekly Assessment
Week 3	March 15-19	Lessons 11-15	1.RF.3.3, 1.RF.3.4, 1.RF.4.1, 1.RF. 4.6, 1.RF.5, 1.RN.1, 1.RV.2.1, 1.RV. 3.2, 1.SL.4.1, 1.W.2.1, 1.W.6.2.c [131]	· · · · · · · · · · · · · · · · · · ·	Weekly Assessment
Week 4	March 22-26	Remediation/Enrichment	as needed	as needed	Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 1				
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.4.1 [132] 1.RF.4.2 [137] 1.RF.4.3 [142] 1.RF.4.4 [144]	1.RV.2.2 [133] 1.RV.2.4 [138]	1.RN.2.2 Central Idea [134] 1.RN.3.1 [139] 1.RL.2.2 [143] 1.RL.2.3 [145] [146]	1.W.6.1.a [135] 1.RF.4.6 [140]	1.W.3.3 [136] 1.W.4 [141]
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Identify the sounds that vowel teams make.  Identify the sounds that r-controlled vowels make.  Read and write words using vowel teams and r-controlled vowels.  Recognize and read high frequency words.  Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs to decode phonetically regular words (e.g., cat. go, black, boat, her), independent of context.	Define and sort words into categories.  Write sentences with verbs.  Recognize affixes, roots, and word endings.  Use affixes, roots, and word endings as clues to the meaning of an unknown word.	Identify the theme/central idea of fiction and nonfiction texts.  Read and comprehend a drama text.  Identify dialogue in a drama text and explain the importance.  Identify a character's actions in a drama text.  Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	Write sentences using possessive and indefinite pronouns.  Identify the correct possessive and indefinite pronoun to complete a sentence.  Identify the correct contraction when given the two word parts.	Describe characters and their actions.  Use words to signal event order.  Organize ideas into a beginning, middle, and end.  Apply the writing process.
Topics	High Frequency Words (HFW) Long o: oa, ow Long o and i: oe, ie Long i: igh, y Long i and o R-Controlled Vowel: ar Two-Syllable Words	Words About Actions and Directions Suffix: - ly Classify and Categorize	Text Features Theme Character Elements of Drama Setting Point of View Central (Main) Idea	Possessive Pronouns Indefinite Pronouns Contractions	Personal Narrative  Prompt: Write a story about the time when you tried something new to eat.

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Lesson Content	Lessons 1-5 HFW: along, answer, children, going, mother, talk, upon, woman Phonics: long o (oa, ow), Long o, i (oe, ie) Spelling: long o Fluency: reading rate  Lessons 6-10 HFW: bring, eyes, family, girl, move, soon, together, warm Phonics: long i, (igh, y), long i, o Spelling: long i patterns Fluency: expression  Lessons 11-15 HFW: brown, few, funny, myself, new, once, thank, words Phonics: r-controlled vowel ar, two-syllable words Spelling: r-controlled vowel ar Fluency: phrasing	interrupt, involved, panted, pastime, relaxing, rush, supposed, warn  words about actions and directions classify & categorize  Lessons 6-10 autumn, boldly, chirped, gnaws, labor, nook, scamper, sly, sneaks, squeaks, storyteller, thumps suffix -ly  Lessons 11-15 beyond, chose, express, grand, lesson, nonsense, pretended, reply, tale, taught, wise suffix -ly	Lessons 1-5 Informational text Folktale Fantasy Text features Theme Create mental images Characters Media literacy: digital texts and features  Lessons 6-10 Fantasy Drama Fable Theme Make connections Elements of drama Make inferences Setting  Lessons 11-15 Fantasy Informational text Video Point of view Synthesize Central (Main) idea Characters	Lessons 1-5 Possessive pronouns Lessons 6-10 Indefinite pronouns Lessons 11-15 Contractions	Lessons 1-5 Focal Text: The Kissing Hand by Audrey Penn Prewriting: finding & developing a topic  Lessons 6-10 Drafting: shaping the draft, elements of a narrative, writing a Dialogue, adding art Revising: grouping  Lessons 11-15 Revising: using vivid verbs & adjectives Editing: Clocking Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment
Pac	cing Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	April 5-9	Lessons 1-5	1.RF.3.4, 1.RF.3.5, 1.RF.5, 1.RL.1, 1. RL.4.1, 1.ML.2.1, 1.W.6.2c [147]	Follow the Story Path Chicken Little Interrupting Chicken	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	1.RF.3.2, 1.RF.3.3, 1.RF.3.4, 1.RF.4.1, 1.RF.5, 1.RV.1, 1.RL.1, 1.RL.3.1, 1.RL. 4.1, 1.RL.4.2, 1.W.1, 1.W.6.2.c [148]	Reading Tree Little Red Riding Hood The Girl and the Ants	Weekly Assessment
Week 3	April 19-23	Lessons 11-15	1.RF.3.2, 1.RF.3.3, 1.RF.3.5, 1.RF.4.1, 1.RF.5, 1.RL.4.1, 1.RN.1, 1.RN.2.3, 1. ML.1, 1.ML.2.1, 1.SL.2.5, 1.SL.4.2, 1.W. 6.2.c [149]	My Name is Gabriela Thank You, Mr. Aesop	Weekly Assessment
Week 4	April 26-30	Remediation/Enrichment	as needed	as needed	Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 1				
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Priority Standards  Bolded standards are important grade level standards in this module.  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	1.RF.4.1 [150] 1.RF.4.2 [155] 1.RF.4.4 [160]	1.W.6.1.a [151] 1.RV.1.1 [156] 1.RV.2.4 [161]	1.RV.3.1 [152] 1.RL.2.3 [157] 1.RN.2.3 [162] 1.RN.3.2 [164]	1.W.6.1.e [153] 1.W.6.2.b [158] 1.W.6.2.c [163] 1.RV.3.1 [165]	1.W.4 [159]
Essential Skills: SWBAT (Students will be able to)  Underlined skills are important skills that are assessed on the module assessment.	Decode words using consonant blends and digraphs.  Decode words using r-controlled vowels.  Decode one-syllable words with major syllable patterns.  Recognize and read high frequency words.  Spell common irregularly-spelled words.  Spell words with common spelling patterns.  Spell unknown words based on the sounds I hear and what I know about spelling.	Identify the noun in a sentence.  Capitalize nouns when appropriate.  Recognize affixes, roots, and word endings.  Use affixes, roots, and word endings as clues to the meaning of an unknown word.  Use vocabulary from different sources (reading, conversation, etc.).	Identify words or phrases that suggest feelings or appeal to the senses.  Identify and describe the main character(s), setting, problem/solution, and plot of a story.  Identify how the structure in a nonfiction text shows order.  Describe the connection between events in a nonfiction text.  Describe the connection between ideas in a nonfiction text.	Use a period, question mark, and exclamation mark at the end of a sentence.  Write an exclamatory sentence.  Identify words or phrases that suggest feelings or appeal to the senses.	Write a topic sentence about a main idea.  Organize details that go together in my writing.  Write an ending sentence.
Topics	High Frequency Words (HFW) R- Controlled Vowels: or, ore R- Controlled Vowels: er, ir, or Two Syllable Words Final Blends: ng, nk Inflection: -ing Review inflections: -s, -es	Words About Places and Things Prefix: un- Reference Sources	Elements of Poetry Text Organization Story Structure Text Features Chronological Order	Exclamations Kinds of Sentences Adjectives: The Senses	Descriptive Essay  Prompt: Write an essay telling what you learned from doing a science experiment.

MSD of Pike Township Reading Curriculum Map - Grade 1					
Module 9 <u>Foundations</u> <u>Vo</u>		<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Lesson Content	Lessons 1-5 HFW: almost, also, between, ever, food, really, sing, three Phonics: r-controlled vowels or, ore, two-syllable words Spelling: r-controlled vowels or, ore Fluency: intonation  Lessons 6-10 HFW: boy, door, father, maybe, nearest, says, shouted, until Phonics: r-controlled vowels er, ir, ur, two-syllable words Spelling: r-controlled vowels er, ir, ur Fluency: accuracy, self-correction  Lessons 11-15 HFW: above, blue, knew, number, push, sure, took, watch Phonics: final blends, inflections, -ses	Lessons 1-5 bear, cradle, harvest, ingredients, nutrients, shade, soil, sow, sweet, terrific, wave, whispers words about places and things reference sources  Lessons 6-10 cook, corner, delicate, delicious, discoveries, dreary, expected, gear, pounding, smooth, stretched, sturdy prefix un-  Lessons 11-15 energy, height, indigo, juicy, procedures, protect, ripe, scientist, syrup, weigh, wonder generative vocab: prefix un-	Lessons 1-5 Poetry Procedural text Elements of poetry Evaluate Text organization Media literacy: nonfiction forms  Lessons 6-10 Fantasy Folktale Poetry Story structure Monitor & clarify Elements of poetry Retell  Lessons 11-15 Informational text Poetry Video Text features Ask & answer questions Elements of poetry	Lessons 1-5 Exclamations Lessons 6-10 Kinds of sentences Lessons 11-15 Adjectives: the senses	Lessons 1-5 Focal Text: One Bean by Anne Rockwell Prewriting: finding & developing a topic  Lessons 6-10 Drafting: elements of informational essay, choosing the right words, adding art Revising: transition words, grouping  Lessons 11-15 Revising: adding detail, reviewing for grammar Editing: preparing to publish Publishing Sharing
Fluency: reading rate  Optional: Know It, Show It Printables  Assessments		Optional: Know It, Show It Printables	Chronological order Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook Required: Module Assessment	Optional: Weekly Assessment Performance Task  Required: Module Assessment
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	May 3-7	Lessons 1-5	1.ML.1, 1.ML.2.1, 1.RF.3.3, 1.RF.3.5, 1.RF.4.2, 1.RF.5, 1.RF.2.4, 1.RN.1, 1. RN.2.2, 1.W.5.b, 1.W.6.1.a [166]	So You Want to Grow a Tree	Weekly Assessment
Week 2	May 10-14	Lessons 6-10	1.RF.3.2, 1.RF.3.3, 1.RF.3.5, 1.RF.5, 1.RL.1, 1.RL.2.1, 1.RL.2.2, 1.RL.3.1, 1.RL.4.1, 1.RV.2.4, 1.W.1 [167]	The Curious Garden Which Part Do We Eat? The Talking Vegetables	Weekly Assessment
Week 3	May 17-21	Lessons 11-15	1.RF.3.2, 1.RF.4.6, 1.RF.5, 1.RL.1, 1. RL.2.1, 1.RL.3.1, 1.RV.1, 1.RV.3.1, 1. SL.4.1, 1.W.2.1, 1.W.4.b, 1.W.5.c [168]	Amazing Plant Bodies Yum! MmMm! Querico	Weekly Assessment
Week 4	May 24-25	Remediation/Enrichment	as needed	as needed	Required Module Assessment

# English Language Arts: Grade 1

## READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

## Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

#### Learning Outcome

1.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics,
1.101.1	vocabulary, and fluency and comprehension) to build foundational reading skills

#### Print Concepts

T THIL COIL	a pro-
1.RF.2.1	Students are expected to build upon and continue applying concepts learned previously.  K.R.F.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
1.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.R.F.2.2 Recognize that written words are made up of sequences of letters.
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.2.4	Learn and apply knowledge of alphabetical order.
----------	--

Phoho	Iodicai	Awareness

1.RF.3.1	Produce rhym	ning words.
----------	--------------	-------------

- 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.3.3 Orally blend sounds in words.
- 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words
- 1.RF.3.5 Segment the individual sounds in one-syllable words.

#### **Phonics**

	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and
1.RF.4.1	digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat,
	go, black, boat, her), independent of context.

- 1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RF.4.4 Recognize and read common and irregularly spelled high-trequency words by sight (e.g., have, said). Further guidance for support will be provided in the Literacy Framework.

1.RF.4.5	Read words in common word families (e.g., -at, -ate).
1.RF.4.6	Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, <u>-eding.</u> -s, <u>-erest</u> ), and simple compound words (e.g., <u>cupcake</u> ) and contractions (e.g., <u>isn't</u> ).  Further audidance for support will be provided in the Literacy Framework

#### Fluenc

## Reading: Literature

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

#### Learning Outcome

1 RI 1	With support	read and com	nrehend literatu	re that is arad	e-level appropriate

## Key Ideas and Textual Support

- 1.RL.2.1 Ask and answer questions about main idea and key details in a text.
- Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- Further guidance for support will be provided in the Literacy Framework.
- **1.RL.2.3** Using key <u>details</u>, identify and describe the elements of plot, character, and setting.
- 1.RL.2.4 Make and confirm predictions about what will happen next in a story

## Structural Elements and Organization

- 1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.RL.3.2 Identify who is telling the story at various points in a text.

## Synthesis and Connection of Ideas

- **1.RL.4.1** Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories

## Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

#### Learning Outcome

nend nonfiction that is grade-level appropriate.
nend nonfiction that is grade-level ap

## **Key Ideas and Textual Support**

- 1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.
- 1.RN.2.2 Retell main ideas and key details of a text.
- 1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Structural Elements and Organization

- 1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- 1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.RN.3.3 Standard begins at second grade.
  2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.

# Structural Elements and Organization

	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes
1.101.0	comprehension at the independent level.

Reading: V	······································
	b key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature in Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for babulary.
Learning C	Dutcome
1.RV.1	Use words, phrases, and strategies acquired through conversations, reading and <u>being read</u> to, and responding to literature and nonfiction texts to build and apply vocabulary.
Vocabular	y Building
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).
1.RV.2.3	Standard begins at sixth grade. RV.2.3: Distinguish among the connotations of words with similar denotations
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknoword.  Further guidance for support will be provided in the Literacy Framework.
1.RV.2.5	Standard begins at second grade.  RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of ords and phrases.
Vocabular	y in Literature and Nonfiction Texts
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing sight, taste, smell).

1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.						
1.RV.3.3	Standard begins at third gradeRV.3.3: Recognize the meanings of idioms in context.						

#### SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and

## Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

# **Learning Outcome**

K.SL.1	Listen actively	y and communicate effectively	y with a variet	y of audiences and for different purposes.
--------	-----------------	-------------------------------	-----------------	--

## **Discussion and Collaboration**

ı	K.SL.2.1	Participa	ate in colla	aborative co	nversations	about gra	de-appropriate	topics a	nd texts wi	th peers an	d adults i	n small and
ı	N.SL.Z.I	larger at	rouno									

1.RN.4.1	Identify the reasons the author gives to support points in a text.
1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.
1.RN.4.3	Standard begins at sixth grade. RN.4.3: Compare and contrast one author's presentation of events with that of another.

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

# Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English, By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

## **Learning Outcome**

1 W 1	Write routinely over brief time frames and for a variety of purposes and audiences

#### Handwriting

	1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
ı		

#### Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.

# Writing Genres: Argumentative, Informative, and Narrative

	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and
1.44.5.1	give reasons why the proposal should be considered.

1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

# The Writing Process

1.W.4

Apply the writing process to -

 With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers

# . Use available technology to produce and publish legible documents.

## The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

With support, conduct simple research on a topic 1.W.5

Identify several sources of information and indicate the sources.

· Organize information, using graphic organizers or other aids.

Make informal presentations on information gathered.

# Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

Demonstrate command of English grammar and usage, focusing on:

1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b Verbs - Writing sentences using verbs to convey a sense of past, present, and future.

1.W.6.1c Adjectives/ Adverbs - Standard begins at second grade. 1.W.6.1

2.W.6.1c: Adjectives/ Adverbs - Writing sentences that use adjectives and adverbs

1.W.6.1d Prepositions - Standard begins at fourth grade.

4 W 6.1d: Prepositions - Writing sentences that include prepositions, explaining their functions in the

1.W.6.1e Usage - Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in

	larger groups.
K.SL.2.2	Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.
K.SL.2.3	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

# SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and

## Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

# Learning Outcome

Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of 1.SL.1 audiences and for different purposes.

Discussion	Discussion and Collaboration							
1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.							
1.SL.2.2	Standard begins in third grade.  St. 2.2: Explore ideas under discussion by drawing on readings and other information.							
1.SL.2.3	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.							
1.SL.2.4	Ask questions to clarify information about topics and texts under discussion							

1.SL.2.5	2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.							
Compreher	Comprehension							
1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.								
1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through media.								
Presentation	Presentation of Knowledge and Ideas							
1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.							
1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.							
1.SL.4.3	Give and follow three- and four-step directions.							

		response to prompts.	
- 1		Demonstrate command of capitalization, punctuation, and spelling, focusing on:	-
		1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.  1.W.6.2 b Punctuation –	
	1.W.6.2	<ul> <li>Correctly using a period, question mark, and exclamation mark at the end of a sentence.</li> <li>Using commas in dates and to separate items in a series.</li> </ul>	
- 1		1.W.6.2 c Spelling –	-
- 1		<ul> <li>Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	-
- 1		Correctly spelling words with common spelling patterns.	-
		<ul> <li>Correctly spelling common <u>irregularly-spelled</u>, grade-appropriate high-frequency words.</li> </ul>	

# MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more. informed, reflective, and engaged participants in society.

# Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning O	utcome
1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
Media Liter	acy
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what <u>is read, heard, or viewed.</u>
1.ML.2.2	Standard begins in fifth grade.  ML 2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on i

#### READING

Guiding Phinciples: Students transition from "fearing to recod" to "reading to learn." Students develop and apply a wider range of strategies to comprehend, interpret, evolute, and appreciate texts. They read a wide range of literature in several general from a workey of time periods outcomer from a count of the sound to sound an anterchanding of the many demanciance (a., politopolitic, chieful, certactive). They draw on the prior experience, their interactions with other readers and winters, their isometiciped understanding and of other interactions with other readers and winters, their isometiciped continuous contenting and of other texts, their and interference isometiciped and their interactions with other readers and winters, their isometiciped continuous contenting and of strate of texts and interference isometiciped continuous contentions and interpretabilities. In the contention of their indicational contentions are contentions and their indications are contentions. The contention is the content of the contention o

READING: Foundations
There are four lever found in the Reading: Foundations section for grades K-5: Princ Concepts; Phonological Awareness, Phonics, and Fluency.
By demonstrating the skills listed in each section, students should be able to meet the Learning Dutcome for Reading: Foundations.

		RF.1: LE/	ARNING OUTCOME F	FOR READING FOUN edge of foundational	DATIONS	
ME	KINDERGARTEN		GRADE 2		GRADE 4	GRADE 5
LEARNING OUTCOM	KRF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	1.8F.1: Develop an understanding of the five components of reading (print concepts, phonier, wareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	3.8F.1: Apply foundational reading skills to build reading fluency and comprehension.	4.8F.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.	5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.
2	Damonstrate underst		RF.2: PRINT		t materials provide inform	nation and tell stories
PRINT CONCEPTS	Demonstrate underst KINDERGARTEN K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	GRADE 1  1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	n and basic features of pt GRADE 2 2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	GRADE 3  3.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	I materials provide inform GRADE 4 4.8F.2.1: Students are expected to build upon and continue applying concepts learned previously.	mation and tell stories GRADE 5 5.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
	K.RF.2.2: Recognize that written words are made up of sequences of letters.	1.RF.2.2: Students are expected to build upon and continue applying concepts learned	2.RF.2.2: Students are expected to build upon and continue applying concepts learned	3.RF.2.2: Students are expected to build upon and continue applying concepts learned	4.RF.2.2: Students are expected to build upon and continue applying concepts learned	5.RF.2.2: Students are expected to build upon and continue applying concepts learned
	K.RF.2.5: Recognize that words are combined to form sentences.	1.RF.2.3: Recognize the components of a sentence (e.g., copitalization, first word, ending	previously.  2.RF.2.3:  Students are expected to build upon and continue applying concepts learned	3.RF.2.3: Students are expected to build upon and continue applying concepts learned	previously.  4.RF.2.3:  Students are expected to build upon and continue applying concepts learned	5.RF.2.3: Students are expected to build upon and continue applying concepts learned
	K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	punctuation).  1.RF.2.4: Learn and apply knowledge of alphabetical order.	previously. 2.8F.2.4: Students are expected to build upon and continue applying concepts learned previously. RF.3: PHONOLOG	previously.  3.R5.2.4: Students are expected to build upon and continue applying concepts learned previously.	previously.  4.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.	previously.  5.8F.2-4: Students are expected to build upon and continue applying concepts learned previously.
	Demo	onstrate understand	ling and apply know	ledge of spoken wo	rds, syllables, and so	ounds
WARENESS	KINDERGARTEN K.RF.3.1: Identify and produce rhyming words. K.RF.3.2: Orally	GRADE 1  1.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.  1.RF.3.2: blend sounds,	GRADE 2 2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously. 2.RF.3.2:	GRADE 3 3.RF.3.1: Students are expected to build upon and continue applying concepts learned previously. 3.RF.3.2:	GRADE 4  4.RF.3.1: Students are expected to benifd upon and continue applying concepts learned previously.  4.RF.3.2:	GRADE 5  5.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.  5.RF.3.2:
PHONOLOGICAL AWARENESS	pronounce, blend, and segment words into syllables.	including consonant blends, to produce single- and multi- syllable words.	2.8f.3.2: Students are expected to build upon and continue applying concepts learned previously. 2.8f.3.3:	S.RF.3.2: Students are expected to build upon and continue applying concepts learned previously. 3.RF.3.3:	4.RF.3.2: Students are expected to build upon and continue applying concepts learned previously. 4.RF.3.3:	5.R5.3.2: Students are expected to build upon and continue applying concepts learned previously. 5.R6.3.3:
_	K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously
	K.86.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.
	K.RF.3.5: Add, delete, or substitute sounds to change words.	1.RF.3-5: Segment the individual sounds in one-syllable words.	2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
		Decode and re	RF.4: PI	HONICS ng phonics and word	Lanahusia shilla	
PHONICS	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5 5.RF.4.1:
	KINDERGARTEN K.RS.A.: Use latter Sound knowledge to decode the sound of each contonant (e.g., dog = /d/ /g/; soop = /s/ /p/). K.RS.A.: blend	LBR.4.2: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., oil) and digraphs, and r-controlled vowels to decode phonesically regular words (e.g., cot, 90, block, boot, her), independent of context. LBR.4.2: Decode one-	Students are expected to build upon and continue applying concepts learned previously,	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously,	Students are expected to build upon and continue applying concepts learned previously.
	consonant-vowel- consonant (CVC) sounds to make words.	syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVT, V, VV, VCe, Cle) to decode two- syllable words, independent of context.	5.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	5.RF.4.2: Students are expected to build upon and continue applying concepts learned previously.
	K.8F.4.3: Recognize the long and short sounds for the five major vowels.	1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.	2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	3.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.	5.8F.4.3: Students are expected to build upon and continue applying concepts learned previously.
	K.Rf.4.1 Read common high-frequency words by sight (e.g., o, my).	1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, rough; Jan., Pri.).	3.RF.4.4: Read grade- appropriate words that have blends (e.g., wolk), ploy) and common spelling patterns (e.g., qu.; doubling the consonant and adding— ing, such as cut/cuting; changing the ending of a word from—y to—les to make a plural).	4.RF.4.4: Students are expected to build upon and concinue applying concepts learned previously.	5.8F.4.4; Students are expected to build upon and conclinue applying concepts learned previously.
	K.RF.4.5: identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	1.RF.4.5: Read words in common word families (e.g., -at, -ate).	2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., ale, -est, -ine, -ock).	3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (4.g., - ight).	4.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.5; Students are expected to build upon and continue applying concepts learned previously.
	K.RF.4.6: Standard begins at first grade.	1.RF.4.6: Read grade- appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -	2.RF.4.6: Read multi- syllabic words composed of roots, prefixes, and suffixes; read contractions,	3.RF.4.6: Read multi- syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will	4.RF.4.6: Use knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g.,	S.RF.4.6: Use knowledge of all lette sound correspondences, syllabication patterns and morphology (e.g.

READING: Nonfiction

READING. Nonfliction There are three key uses found in the Reading; Nonfliction section for grades K-S. Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.							
in Reading Monfiction, guidents are expected to do the following:  RN.1: ELRANING CONTICOME FOR READING NONNICTION  Read and comprehend a variety of nonfliction independently and proficiently							
EARNING OUTCOME	KINDERGARTEN K.RN.1: Actively engage in group reading activities with purpose and understanding.	Read and comprel  GRADE 1  1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	2.RN.1: Read and comprehend a variety of nonfiction within a	GRADE 3  3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity.	GRADE 4 4.RN.1: Read and comprehend a variety of nonfiction within a	GRADE 5 5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity	
LEAKNING	understanding.	appropriate.	appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as	appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	range or composity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as	range of compensity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	
,			end. RN.2: KEY IDEAS AN		needed at the high end.		
		ct and construct me GRADE 1	aning from nonfiction	GRADE 3		GRADE 5	
SUPPORT	K.RN.2.1: With support, ask and answer	1.RN.2.1: Ask and answer questions about	2.RN.2.1: Ask and answer questions about	3.RN.2.1: Ask and answer questions to	4.RN.2.1: Refer to details and examples in	5.RN.2.1: Quote accurately from a text	
SUP	concepts).	GRADE 1  1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	a text when explaining what a text says explicitly and when drawing inferences from the text.	when explaining what a text says explicitly and when drawing inferences from the text.	
	K.RN.2.2: With support, retell the main idea and key details of a text.	1.RN.2.2: Retell main ideas and key details of a text.	2.RN.2.2: identify the main idea of a multiparagraph text and the topic of each paragraph.	3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the	5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details;	
	K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RN-2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RN-2.3: Describe the connection between a series of hitotorical events, scientific ideas or concepts, and steps in a process or procedure in a text.	3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	text.  4.8NL-23: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	by sey occusion; yummarize the text. S.RN.2.3: Explain the relationships or interactions between two or more individual sewents, ideas, or concepts in a historical scientific, or technical scientific, or technical scientific on specific information in the text.	
	Build understa	nding of nonfiction	RN.3: FEATURES	AND STRUCTURES	tructures, and auth	or's perspective	
	KINDERGARTEN	GRADE 1	GRADE 2 2.RN.3.1: Use various	GRADE 3	GRADE 4	GRADE 5	
FEATURES AND STRUCTURES	K.R.N.5.1: Identify text features of a nonfiction text (e.g., title, outhor, illustrations) and describe the relationship between those features and the text in which they annear	1.RN.5.1: Know and use various text features (e.g., toble of contents, glossory, illustrations) to locate and describe key facts or information in a text.	zero.3.1: One various text features (e.g., toble of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	A.RN.5.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., chorts, tobles, graphs, headings, subheadings, font/format).	SRN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	
	appear. K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.	1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequencial) or to explain a simple cause and effect relationship.	2.RN.3.2: Identify how a nonfiction test can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	3.RN.3.2: identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	A.B.N.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	
	K.RN.3.3: Standard begins at second grade	1.RN.3.3: Standard begins at second grade	2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	3.RN.3.3: Distinguish one's own perspective from that of the author of the text.	4.8N.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	S.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	
	Build understanding of nonfliction texts by verifying points and making connections between topics and ideas  NONCOMMENT OF GRADE 1 GRADE 2 GRADE 3 GRADE 3 GRADE 4 GRADE 3 GR						
	KINDERGARTEN K.RN.4.1: With support,	GRADE 1 1.RN.4.1: identify the	GRADE 2 2.RN.4.1: Describe how	GRADE 3 3.RN.4.1: Distinguish	GRADE 4 4.RN.4.1: Distinguish	GRADE 5 5.RN.4.1: Explain how	
N OF IDEAS	KINDERGARTEN K.RN.4.1: With support, identify the reasons an author gives to support points in a text.	GRADE 1  1.RN.4.1: Identify the reasons the author gives to support points in a text.	GRADE 2  2.RN.4.1: Describe how an author uses facts to support specific points in a text.	GRADE 3 3.RN.4.1: Distinguish between fact and opinionis, explain how an author uses reasons and facts to support specific points in a text.	opinion; exclaind opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a	GRADE 5 S.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	
CONNECTION OF IDEAS	K.RN.4-2: With support, identify basic similarities in and differences between two texts on the same topic.	1.RN.4.2: identify basic similarities in and differences between two texts on the same topic.	2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.	3.RN.4-2: Compare and contrast the most important points and key details presented in two texts on the same topic.	text.  4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	S.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	
	K.RN.4.3: Standard begins at sixth grade.	1.RN.4.3: Standard begins at sixth grade.	2.RN.4.3: Standard begins at sixth grade.	3.RN.4.3: Standard begins at sixth grade.	4.RN.4.3: Standard begins at sixth grade.	subject. 5.RN.4.3: Standard begins at sixth grade.	
Rea	iding: Vocabulary, stude	nts are expected to do RV.1: LE	ulary section for grades on, students should be a the following: ARNING OUTCOME oply vocabulary usin	FOR READING VOCA	BULARY		
5	K.RV.1: Use words	GRADE 1 1.RV.1: Use words	GRADE 2	GRADE 3 3.RV.1: Build and use	GRADE 4  4.RV.1: Build and use accurately general	GRADE 5 S.RV.1: Build and use	
EARNINGO	phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply	phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply	2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply	accurately conversational, general academic, and content- specific words and phrases.	accurately general academic and content- specific words and phrases.	5.RV.1: Build and use accurately general academic and content- spacific words and phrases.	
	vocabulary.	vocabulary.	vocabulary. RV.2: VOCABU	LARY BUILDING	alabata and at the state		
SING.	KINDERGARTEN	GRADE 1	ermine and clarify v GRADE 2	vords and understar GRADE 3	GRADE 4  4.RV.2.1: Apply context	GRADE 5	
91	K.RV.2.1: Standard begins at first grade.	1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossories, illustrational may be	2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to	5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to	
الج		used to help understand	words.	words.	font/format) to	determine the meanings of unknown	

WRITING
Guideligh Phiniquel: Students develop and employ a wold range of strategies as they write and use different writing process elements appropriately to
communicate with different woldence for a workey of pursons. Students experiment with different modes of writing to develop their outflund hone
guides, evaluate, and synthesize information and data from a variety of sources to communicate their discoveries in ways that suit their purpose
and undersor.\*

WRITING:
There are five key areas Sound in the Writing section for grades K-5 Handwriting, Writing Genrex, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Nation The accessing of contrave entiring that is included in this caccion in the foreigness of the discussion of the old accession. The delicate Department of Education Technologies (and investigate and interesting accession accession of the delicated accession acc

KINDERGARTEN K.W.1: Write for specific purposes and audiences.	Write effect GRADE 1 1.W.1: Write routinely over brief time frames and for a variety of	GRADE 2  2.W.1: Write routinely over brief time frames	GRADE 3 3.W.1: Write routinely	d audiences GRADE 4 4.W.1: Write routinely	GRADE 5 5.W.1: Write routinely
K.W.1: Write for specific purposes and	1.W.1: Write routinely over brief time frames	2.W.1: Write routinely	3.W.1: Write routinely		
purposes and	over brief time frames			4.W.1: Write routinely	
		over brief time frames			
audiences.	and for a variety of		over a variety of time	over a variety of time	over a variety of time
		and for a variety of	frames and for a range	frames and for a range	frames and for a range
	purposes and	tasks, purposes, and	of discipline-specific	of discipline-specific	of discipline-specific
	audiences.	audiences; apply	tasks, purposes, and	tasks, purposes, and	tasks, purposes, and
		reading standards to	audiences; apply	audiences; apply	audiences; apply
		write in response to	reading standards to	reading standards to	reading standards to
		literature and nonfiction		support reflection and	support reflection and
		texts.	literature and nonfiction	response to literature	response to literature
			texts.	and nonfiction texts.	and nonfiction texts.
		1	1		
			literature and nonfiction	literature and nonfiction write in response to texts.	literature and nonfiction write in response to support reflection and texts.

П				W.2: HANI	DWRITING		
П				Demonstrate the ab	ility to write legibly		
П	- 1	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
П		K.W.2.1: Write most	1.W.2.1.: Write all	2.W.2.1: Form letters	3.W.2.1: Write legibly in	4.W.2.1: Write legibly in	5.W.2.1:
_		uppercase (capital) and	uppercase (capital) and	correctly and space	print or cursive, leaving	print or cursive, forming	Students are expected
П		lowercase letters of the	lowercase letters	words and sentences	space between letters	letters and words that	to build upon and
П		alphabet, correctly	legibly, and space	properly so that writing	in a word, words, in a	can be read by others.	continue applying
П		shaping and spacing the	letters, words, and	can be read easily by	sentence, and words		concepts learned
a I		letters of the words.	sentences	another person.	and the edges of the		previously.
П			appropriately.		paper.		
П							
┑							
П							
П							
ş.							
П	<u>ত</u>						
- 1	≅I						
	늹						
	HANDWRITING						
П	ଶ						
- 1	ᆲ						
	主						
4		K.W.2.2: Write by	1.W.2.2:	2.W.2.2:	1.W.2.2:	4.W.2.2:	5.W.2.2:
		moving from left to	Students are expected	Students are expected	Students are expected	Students are expected	Students are expected
		right and top to bottom.	to build upon and	to build upon and	to build upon and	to build upon and	to build upon and
-			continue applying	continue applying	continue applying	continue applying	continue applying
-			concepts learned	concepts learned	concepts learned	concepts learned	concepts learned
П			previously.	previously.	previously.	previously.	previously.
П							
٠.							
١,							
- 1							
- 1							
Н							
1							
١.							

W.3: WRITING GENRES

				NG GENRES		
	Deve KINDERGARTEN	lop writing skills by	writing for different	purposes and to sp	ecific audiences or p	eople GRADES
	K.W.3.1: Use words and	1.W.3.1: Write logically	2.W.3.1: Write a	3.W.3.1 Write	4.W.3.1: Write persuasive compositions	5.W.3.1: Write persuasive compositio
	pictures to provide	connected sentences to	logically connected	persuasive		
	logical reasons for	make a proposal to a	paragraph or	compositions in a	in a variety of forms	in a variety of forms
	suggesting that others	particular audience	paragraphs, that	variety of forms that -	that =	that -
	follow a particular	(e.g., a porent,	introduce an opinion,			
	course of action.	classmate, etc.) and give	with a concluding	<ul> <li>State the opinion in an</li> </ul>	<ul> <li>In an introductory</li> </ul>	<ul> <li>Clearly present a</li> </ul>
		reasons why the	statement or section	introductory statement	statement, clearly state	position in an
		proposal should be	and multiple reasons to	or section.	an opinion to a particular	introductory statemen
		considered.	explain why a certain		audience.	to an identified audier
			course of action should	<ul> <li>Support the opinion</li> </ul>		
			he followed	with reasons in an	<ul> <li>Support the opinion</li> </ul>	<ul> <li>Support the position</li> </ul>
			DE IOIOMEU.	organized way.	with facts and details	with qualitative and
					from various sources.	quantitative facts and
				Connect coinion and	including texts.	details from various
5				reasons using words and		sources, including text
S				nhrases	Use an organizational	
≤.				prinates.	structure to group	Use an organization
PERSUASIVE		1		Provide a concluding	related ideas that	structure to group
~				statement or section.	support the purpose.	related ideas that
Ξ.				statement or section.	support the purpose.	support the purpose.
					Connect opinion and	support the purpose.
					connect opinion and reasons using words and	Use language
					phrases.	Use language     appropriate for the
					phrases.	
						identified audience.
					<ul> <li>Provide a concluding</li> </ul>	
					statement or section	<ul> <li>Connect reasons to:</li> </ul>
					related to the position	position using words,
					presented.	phrases, and clauses.
						· Provide a concluding
						statement or section
						related to the position
						presented.
-	K.W.3.2: Use words and	1.W.3.2: Develop a	2.W.3.2: Write a	3.W.3.2: Write	4.W.3.2: Write	5.W.3.2: Write
	pictures to develop a	topic sentence or main	paragraph or	informative	informative	informative compositi
	main idea and provide	idea, provide some facts	paragraphs on a topic	compositions on a	compositions on a	on a variety of topics
	some information about	or details about the	that introduce a topic.	variety of topics that -	variety of topics that -	that -
				variety of topics that -	variety or topics that -	that -
	a topic.	topic, and provide a	provide facts and details			
		concluding statement.	about the topic, and	<ul> <li>State the topic, develop</li> </ul>	<ul> <li>Provide an introductory</li> </ul>	<ul> <li>Introduce a topic;</li> </ul>
			provide a concluding	a main idea for the	paragraph with a clear	organize sentences an
			statement.	introductory paragraph,	main idea.	paragraphs logically,
				and group related		using an organizationa
				information together.	<ul> <li>Provide supporting</li> </ul>	form that suits the top
	1	1	1		paragraphs with topic	
	1	1	1	Develop the topic with	and summary sentences.	<ul> <li>Employ sufficient</li> </ul>
	1	1	1	facts and details.	, , , , , , , , , , , , , , , , , , , ,	examples, facts,
	1	1	1		Provide facts, specific	quotations, or other
	1	1	I	• Connect ideas within	details, and examples	information from vari
	1	1	1	categories of information	from various sources and	sources and texts to g
	1	1	1	using words and phrases.	texts to support ideas	clear support for topic
ш	1	1	1	uomig wurus and phrases.		support for topic
≥	1	1	1		and extend explanations.	Connect ideas within
5	1	1	1	Use text features (e.g.,	1	Connect ideas within and across categories
=	1	1	1	pictures, graphics) when	<ul> <li>Connect ideas using</li> </ul>	
5	1	1	1	useful to aid	words and phrases.	using transition words
ō	1	1	1	comprehension.	1	(e.g., therefore, in
INFORMATIVE	1	1	I		<ul> <li>Include text features</li> </ul>	addition).
=	1	1	1	Provide a concluding	(e.g., formatting,	
	1	1				

#### SPEAKING AND LISTENING

Oxiding Principle: Students listen actively and communicate effectively for a variety of purpose, including for learning, enjoyment, persuasion, and the extraory of information and intens. Students adjust their use of principles communities effectively with a variety of adjustment and figure and purpose, and adjustment purposes. The adjustment purposes are described as a suppose of the principle of purpose purpose produces develop an international figure and purpose, and principles and purpose on partners, and disquared purposes and purpose of purpose and purpose of purpose and purpose of purpose and purpose of purpose and purpose of purposes.

SPARMING AND USTITUTION.
There are five to years found in the Speaking and Listening section for grades K-S. Discussion and Collaboration, Comprehension, and Presentation of Roouledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

	eaking and Listening, stu		to the following:			
				OR SPEAKING AND L	ISTENING	nina.
S.	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	king and active lister	GRADE 5
EARNING OUTCOME	K.SL.1: Listen actively and	1.St.1: Listen actively and	2.St.1: Listen actively and	3.SL.1: Listen actively and	4.5L.1: Listen actively and	5.5L.1: Listen actively an
00	with a variety of audiences and for	language (e.g., vocobulory) to	language (e.g., conventions, vocabulary)	language (e.g., conventions, style, vocabulary) to	language (e.g., conventions, style, vocabulary) to communicate effectively	language (e.g., conventions, style, vocobulary) to
Ĭ	audiences and for different purposes.	vocabulary) to communicate effectively		conventions, style, vocabulary) to	conventions, style, vocabulary) to	conventions, style, vocabulary) to
8		with a variety of audiences and for	effectively with a variety of audiences and for	communicate effectively with a variety of	communicate effectively with a variety of	communicate effectively with a variety of
3		different purposes.	different purposes.	audiences and for	audiences and for	audiences and for
			SL.2: DISCUSSION A		different purposes.	different purposes.
DISCUSSION AND COLLABORATION	Develop and		mmunication skills b	y participating in a r	ange of collaborativ	e discussions
8	KINDERGARTEN K.SL.2.1: Participate in	GRADE 1 1.SLZ.L: Participate in	GRADE 2 2.SL.2.1 Participate in			
3			and absention	S.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on	4.51.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on	5.51.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on
9	conversations about grade-appropriate topics and texts with peers and adults in small and larger	consocrative conversations about grade-appropriate topics and texts with peers and adults in small and larger	conversations about grade-appropriate topics and texts with peers and adults in small and larger	(one-on-one, in groups,	(one-on-one, in groups,	(one-on-one, in groups,
3	and texts with peers and	and texts with peers and	and texts with peers and	and teacher-led) on grade-appropriate topics	and teacher-led) on grade-appropriate topics	and teacher-led) on
88	groups.	groups.	groups.	and texts, building on others' ideas and	and texts, building on others' ideas and	grade-appropriate topic: and texts, building on others' ideas and
×				expressing personal ideas	expressing personal ideas	expressing personal idea
				clearly.	clearly.	clearly.
	K.SL.2.2: Standard begins in third	1.5L.2.2: Standard begins in third	2.5L.2.2: Standard begins in third	3.5L.2.2: Explore ideas under discussion by	4.5L.2.2: Explore ideas under discussion by	5.5L.2.2: Reflect on an contribute to ideas
	grade.	grode.	grade.	drawing on readings and other information.	drawing on readings and other information.	under discussion by drawing on readings
						and other resources.
	K.SL.2.3: Listen to	1.5L.2.3: Listen to	2.5L.2.3: Listen to	3.5L.2.3: Demonstrate	4.5L.2.3: Demonstrate	5.5L.2.3: Establish and
	others, take turns speaking, and add one's	others, take turns speaking about the topic, and add one's	others, take one's turn in respectful ways, and	knowledge and use of agreed-upon rules for	knowledge and use of agreed-upon rules for discussions and carry	follow agreed-upon rules for discussion.
	eroun discussions or	own ideas in small	speak one at a time about the topics and	discussions and identify and serve in roles for	discussions and carry out assigned roles.	1
	tasks.	group discussions or tasks.	text under discussion.	small group discussions		
		tasks.		or projects.		
	K.SL.2.4: Ask questions	1.5L.2.4: Ask questions	2.5L.2.4: Ask for	3.5L.2.4: Ask questions	4.5L.2.4: Pose and	5.5L2.4: Pose and
	to seek help get	to clarify information	clasification and further	to check understanding	respond to specific	respond to specific
	information, or clarify something that is not	about topics and texts under discussion.	explanation as needed about the topics and	of information presented, stay on	questions to clarify or follow up on	questions by making comments that
	understood.		texts under discussion.	topic, and link comments to the	information, and make	contribute to the
				remarks of others.	comments that contribute to the discussion and link to	elaborate on the remarks of others.
					discussion and link to the remarks of others.	remarks of others.
				1		
	K.SL.2.5: Continue a conversation through	1.5L.2.5: Build on others' talk in	2.5L.2.5: Build on others' talk in	3.5L.2.5: Explain personal ideas and	4.5L.2.5: Review the key ideas expressed and	5.5L.2.5: Review the kideas expressed and
	conversation through multiple exchanges.	others' talk in conversations by	others' talk in conversations by linking	personal ideas and understanding in	ideas expressed and explain personal ideas	ideas expressed and draw conclusions in
			comments to the	reference to the	in reference to the	reference to
		comments of others through multiple	remarks of others.	discussion.	discussion.	information and knowledge gained from
		exchanges.		l	I	the discussions.
	n	evelop and apply ac	SL.3: COMP tive listening and int	KEHENSION terpretation skills us	ing various strategie	25
	KINDERGARTEN K.SL.3.1: Ask and	GRADE 1 1.SL-3.1: Ask and	GRADE 2 2.SL-3.1: Determine the	GRADE 3 3.SL3.1 Retell,	GRADE 4 4.SL3.1: Summarize	GRADE 5 5.SL-3.1: Orally
	answer questions about	answer questions about	purpose for listening			
	key details in a text read aloud or information	key details in a text read aloud or information	(e.g., to obtain information, to enjoy	the main ideas and supporting details of a	supportive evidence from text read aloud or	to a written text read aloud or information
	presented orally or through other media.	presented orally or	humor) and paraphrase or describe key ideas or	text read aloud or information presented	information presented	presented in diverse
						madia and former
	anough other media.	through other media.	details from a text read	in diverse media and	in diverse media and formats, including	presented in diverse media and formats, including visually,
	Uncognotive media.	through other media.	details from a text read	in diverse media and formats, including visually, quantitatively		including visually, quantitatively, and
	anosgrious meas.	through other media.	details from a text read	formats, including visually, quantitatively	in diverse media and formats, including visually, quantitatively, and orally.	including visually.
	under meda.	through other media.	details from a text read aloud or information presented orally or	in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.		including visually, quantitatively, and
NOI	unognotier meas.	through other media.	details from a text read aloud or information presented orally or	formats, including visually, quantitatively		including visually, quantitatively, and
ENSION	unough outer meda.	through other media.	details from a text read aloud or information presented orally or	formats, including visually, quantitatively		including visually, quantitatively, and
REHENSION	unough outer meda.	through other media.	details from a text read aloud or information presented orally or	formats, including visually, quantitatively		including visually, quantitatively, and
MPREHENSION			details from a text read aloud or information presented orally or through other media.	formats, including visually, quantitatively (e.g., charts and graphs), and orally.	formats, including visually, quantitatively, and orally.	including visually, quantitatively, and orally.
COMPREHENSION	K.SL.3.2: Ask	1.5L3-2: Ask and	details from a text read aloud or information presented orally or through other media.  2.5U.3.2: Ask and	formats, including visually, quantitatively (e.g., charts and grophs), and orally.  3.5u.3.2: Ask and	format, including visually, quantitatively, and orally.	including visually, quantitatively, and orally.  5.54.3.2: Summarize a
COMPREHENSION		1.5L.3.2: Ask and answer questions about what a onabler case to	details from a text read aloud or information presented orally or through other media.  2.5L.3.2: Ask and answer questions about what a sociater says to	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L-3.2: Summarize a speaker's points as the pelate to main kides or
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a onabler case to	details from a text read aloud or information presented orally or through other media.  2.5L.3.2: Ask and answer questions about what a sociater says to	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantitatively, and orally.	including visually, quantitatively, and orally.  5.5L-3.2: Summarite a speaker's points as the relate to main locate or supporting details and demonstrate he demonstrate he
COMPREHENSION	K.SL.3.2: Ask	1.5L3-2: Ask and	details from a text read aloud or information presented orally or through other media.  2.52.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding	formats, including visually, quantitatively (e.g., charts and grophs), and orally.  3.5u.3.2: Ask and	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a rosalete rask to	details from a text read aloud or information presented orally or through other media.  2.5u.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.3.2: Summartize a speaker's points as the relate to main ideas or supporting details and demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a rosalete rask to	details from a text read aloud or information presented orally or through other media.  2.52.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a rosalete rask to	details from a text read aloud or information presented orally or through other media.  2.52.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a rosalete rask to	details from a text read aloud or information presented orally or through other media.  2.52.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a rosalete rask to	details from a text read aloud or information presented orally or through other media.  2.52.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.5L.3.2: Ask and answer questions about what a rosalete rask to	details from a text read aloud or information presented orally or through other media.  2.52.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding	formats, including visually, quantitatively (e.g., chorts and graphs), and orally.  3.5L.3.2: Ask and answer questions about	format, including visually, quantizatively, and orally, and orally.  4.5L.3.2: Identify and use evidence a speaker provides to questioner a speaker.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2: Ask	1.554.322.63k and answer questions about what a speaker rays to court sometime goal or court sometime goal or court sometime goal or court sometimes g	details from a text read about or information presented orally or through other media.  2.54.3.2: Ask and answer operations about what a popular ray of county comprehension, curry comprehension, deepen understanding of a topic or issue.	formats, including visually, quantitatively (e.g., charts and prophil), and orally, and orally, and areas (e.g., charts and areas (e.g., charts about about a popular). Ask and areas (e.g., charts about a popular, officing apprepriate elaboration and detail.	formats, including visually, quantitatively, and orally.  4.55.3.2: Identify and use evidence a speaker provides to support particular points.	including visually, quantitatively, and orally.  5.5L.B.2: Summarize a speaker's points as the relate to main ideas or supporting detail demonstrate how
COMPREHENSION	K.SL.3.2 A3k appropriate questions about what a speaker says.  Devel	LSL32-Ask and answer questions about a speaker ray to not understood. That is not understood. That is \$\$ \frac{1}{2} \text{ Ask and }  Ask and ask ask and ask	dutalli from a text read audion of information and audion of information through other media.  2.54.32.268 and answer guestions about what a Speaker rays to what a Speaker rays to what a Speaker rays to speaker information, or at speaker information, or a topic or issue.  PRESENTATION OF ng skills to communi	formats, including visually, quantisticity (e.g., charts and prophil), and orally, and orally, and orally, and orally, and orally, and orally and answer operations about speaker, offering appropriate elaboration and detail.  KNOWLEDGE AND I icitate ideas effective including a property or a property or a property or and property or a pro	formats, including visually, quantitatively, and dealty, and dealty, and dealty, and use evidence a speaker provides to support particular points.  DEAS  Iy in a variety of sittu	including visually, quantizatively, and oranly.  5.51.3.2 (summarize a speaker's point as the relate to min idea or relate to min idea or demonstrate how claims are upoported reasons and evidence.
COMPREHENSION	K-SL-3-2-AN persions about what a speaker says.  Development of the separate says.	L51.3.2: Ask and amount operations about configuration about configuration and configuration of the configuration	details from a sext read and a second or information intrough other media.  2.53hzask and	formats, including vocable, including vocable, graphs), and orally, prophs), and orally, prophs), and orally orally vocable vo	formats, including vousily, quantifarely, and drafty an	including visually, quantizatively, and oranje.  5.51.3.2: Summarize a popular profits an in- profits to main faces or popular profits an in- traction and an including a popular and profits to main faces or popular deals and causing are appoint an in- causing a support and profits to main faces or popular deals and are appoint an in- causing a support and profits to main faces or popular deals and are appoint an in-  summarized to main faces or popular deals and are appointed to a support or popular deals and and a support or popular deals and and and and and and and and
COMPREHENSION	E.55.3.2: Ask appropriate questions about what a speaker says.  Development of the same says and says appear says.  Development of the says appear says appear says and says appear says a	L51.3.2: Ask and amount operations about configuration about configuration and configuration of the configuration	details from start and design of the start and start appear appear appear appear and start appear appe	formats, including variable years of the control of	formats, including vousily, quantifarely, and drafty an	including visually, quantizatively, and oranje.  5.51.3.2: Summarize a popular profits an in- profits to main faces or popular profits an in- traction and an including a popular and profits to main faces or popular deals and causing are appoint an in- causing a support and profits to main faces or popular deals and are appoint an in- causing a support and profits to main faces or popular deals and are appoint an in-  summarized to main faces or popular deals and are appointed to a support or popular deals and and a support or popular deals and and and and and and and and
COMPREHENSION	Ed.3.2: All provides about that a position of the provides about that a position of the provides about the p	15.3.3.2 68 and solution to short solution solut	defails from start and decided from start and decided rethoration for the start and th	Formus, includingly graphs, and orally graphs, and	format, nodulari vacuum, quantizatively, and enty, and enty, e	including visually, quadratically, and orange.  5.51.3.2 (commaritie a property orange
	Ed.3.2: All provides about that a position of the provides about that a position of the provides about the p	15.3.3.2 68 and solution to short solution solut	defails from start and decided from start and decided rethoration for the start and th	Formus, includingly graphs, and orally graphs, and	format, nodulari vacuum, quantizatively, and enty, and enty, e	including visually, quadratically, and orange.  5.51.3.2 (commaritie a property orange
	K.S.S.S. And Appropriet quantities and appropriet and special	15.3.3.2 AB and annex questions about annex questions about annex questions about could yield a proper part of the property of	defails from such raid prepared only in though other media and the properties of the	KNOWLEDGE AND SPECIAL SERVICES	Format, including visualization, including visualization, and entry.  A.S.3.3: Identify and our evidence a speaker over continuous a speaker particular points.  A.S.3.3: Identify and our evidence a speaker particular points.  A.S.3.3: Identify and our evidence a speaker particular points.  A.S.3.3: Identify and our evidence a speaker particular points.  A.S.3.3: Identify and our evidence a speaker particular points.  A.S.3.3: Identify and our evidence a speaker particular points.  A.S.3.3: Identify and our evidence a speaker particular particul	including values, quantizative, and quantizative, and quantizative, and properties of properties of properties properties of properties properties properties properties properties properties properties properties properties prope
	K.S.S.S. And Appropriet quantities and appropriet and special	ESLAD da sed noticer questions short what a speaker rays to one what a speaker rays to one to the sed of the s	defails from such raid prepared only in though other media and the properties of the	Tomas, including was a constraint of the constra	Format, including a constraint of the constraint	stions  SALL: Unger  SALL: Unge
	Ed.3.2: All provides about that a position of the provides about that a position of the provides about the p	153.32-68 and solution to short solution solutio	details from such raid prevented early in the prevented early in through other media.  2.53.1.3.2.4.6 and motive operations about an arrange of the prevented early in the prevented ea	KNOWLEDGE AND I  KNOWLE	Format, including upunstativity, and entry.  6.6.3.3.2 identify and our evidence a speaker and our evidence a speaker and our evidence a speaker particular points.  6.6.3.3.2 identify and our evidence a speaker appropriate points.  6.6.4.6.4.1.000 per control of the control o	autions  5.3.1.3.2 Summattee a greater from the first from the fir
	K.S.S.S. And Appropriet quantities and appropriet and special	ESLAD da sed noticer questions short what a speaker rays to one what a speaker rays to one to the sed of the s	details from start and presented only or through other media.  JANAS-dat and metion of the start and start	KNOWLEDGE AND I COLD (Figure 1) And Conty, continuely, continuely, continuely, continuely, continuely, continuely, and conty, continuely, and conty, continuely, and conty, continuely, and conty, and	format, including water format, including water format, including water format, and format	autions  SAL-1 (Ingress)  SAL-1 (Ingress
	K.S.S.S. And Appropriet quantities and appropriet and special	ESLAD da sed noticer questions short what a speaker rays to one what a speaker rays to one to the sed of the s	details from such raid prevented early in the prevented early in through other media.  2.53.1.3.2.4.6 and motive operations about an arrange of the prevented early in the prevented ea	KNOWLEDGE AND I  KNOWLE	Forust, including a control of the c	including value, and support of the control of the
	K.S.S.S. And Appropriet quantities and appropriet and special	ESLAD da sed noticer questions short what a speaker rays to one what a speaker rays to one to the sed of the s	defails from such raid prevented early in the prevented early in through other media.  2.53.1.3.2.4.6 and motive operations about an arrange of the prevented early in the prevented ea	KNOWLEDGE AND I  SALA 2- As and answer specifical specific and a service of the s	GEAS. Identify and or	actions when the control of the cont
	K.S.S.S. And Appropriet quantities and appropriet and special	1.53.32-6.8 and another operation about another operations about another operations about country something, that is not understood.  SL.43.  SOURCE TO A COUNTRY SOURCE AND A CO	defails from such raid prepared early in though other media to though other media areas operated early in though other media areas operated early in the control of the con	KNOWLEDGE AND I  SALA 2- As and answer specifical specific and a service of the s	Format, neutralization, and reny, an	including visually, useful services, and continues of the
TATION OF INIOWLEDGE AND IDEAS	K.S.S.S. And Appropriet quantities and appropriet and special	ESLAD da sed noticer questions short what a speaker rays to one what a speaker rays to one to the sed of the s	defails from such raid prevented early in the prevented early in through other media.  2.53.1.3.2.4.6 and motive operations about an arrange of the prevented early in the prevented ea	KNOWLEDGE AND I  SALA 2- As and answer specifical specific and a service of the s	GEAS. Identify and or	actions with the control of the cont

		est), and simple compound words (e.g., cupcoke) and contractions (e.g., isn't).	kitten's, sisters'), and compound words.	not = won't) and possessives (e.g., children's, Dennis's).	roots and agrices) to read accurately unfamiliar multi-syllabic words in context.	read accurately unfamiliar multi-sylla words in context.
_			RF.5: F	LUENCY		l
	KINDERGARTEN	GRADE 1	onstrate accuracy a GRADE 2	nd fluency when rea	ding GRADE 4	GRADE 5
_	K.RF.5: Read emergent-					
UENC	reader texts,	grade-level appropriate or higher texts smoothly and	grade-level appropriate or higher texts smoothly and	grade-level appropriate or higher texts	grade-level appropriate or higher texts smoothly and	grade-level appropria or higher texts smoothly and
3	maintaining an appropriate pace and	smoothly and	smoothly and	smoothly and	smoothly and	smoothly and
-	using self-correcting strategies while	accurately, with expression that	accurately, with	accurately, with expression that	accurately, with expression that	accurately, with expression that
	reading.	connotes	connotes	connector	connotes comprehension at the	connotes comprehension at the
	ING: Literature	comprehension at the independent level.	comprehension at the independent level.	comprehension at the independent level.	comprehension at the independent level.	comprehension at the independent level.
organi leadin n Read	ization, and Connection ng: Literature. ding: Literature, studen KINDERGARTEN	GRADE 1	ting the skills listed in e se following: EARNING OUTCOME	ach section, students sh	ould be able to meet th	Elements and the Learning Outcome GRADE 5
¥	K.RL.1: Actively engage in group reading	1.RL.1: With support, read and comprehend	comprehend a variety	comprehend a variety	comprehend a variety	comprehend a variety
8	activities with purpose and understanding.	literature that is grade- level appropriate.	of literature within a	of literature within a	of literature within a	of literature within a range of complexity
5	and understanding.	ievei appropriate.	appropriate for grades	appropriate for grades	appropriate for grades	appropriate for grade
EARNING OUTCOM	1	1	range of complexity appropriate for grades 2-3. By the end of grade	range of complexity appropriate for grades 2-3. By the end of grade	range of complexity appropriate for grades 4-5. By the end of grade	appropriate for grade 4-5. By the end of gra
ž	1	1	2, students interact	3, students interact with texts proficiently	4, students interact	5, students interact with texts proficiently
S			2, students interact with texts proficiently and independently at	and independently.	and independently at	and independently.
E			and independently at the low end of the range and with	1	and independently at the low end of the range and with	1
			scaffolding as needed at		scaffolding as needed at	1
			the high end.		scaffolding as needed at the high end.	
			ANDARD 2: KEY IDE	AS AND TEXTUAL S	JPPORT	
	Build comprehens KINDERGARTEN K.RL.2.1: With support.	on and appreciation of Ir GRADE 1	GRADE 2	escribing, and making infi GRADE 3	erences about literary ele GRADE 4	GRADE 5
	ask and answer	1.RL.2.1: Ask and answer questions about	2.Rt. 2.1: Ask and answer questions (e.e.,	3.Rt.2.1: Ask and answer questions to	4.RL.2.1: Refer to details and examples in	5.RL.2.1: Quote accurately from a text
	questions about main	answer questions about main idea and key	who was the story obout; why did an event	demonstrate	a text when explaining	when explaining what text says explicitly and
	topics and key details in a text heard or read.	details in a text.	about; why did an event	understanding of a text, referring explicitly to	what a text says explicitly and when	text says explicitly and
	a text neard or read.		happen; where did the story happen) to	the text as the basis for	drawing inferences	when drawing inferences from the
			demonstrate	the answers.	drawing inferences from the text.	text.
			understanding of main idea and key details in a			
			text.			
984	K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key	1.Rt.2.2: Retell stories,	2.Rt. 2.2: Recount the	3.Rt.2.2: Retell	4.RL.2.2: Paraphrase or retell the main events in	5.RL.2.2: Determine a
ě	poems, and nursery	fables, and fairy tales in sequence, including key	beginning, middle, and ending of stories,	folktales, fables, and tall tales from diverse	retell the main events in a story, myth, legend,	theme of a story, play or poem from details the text, including ho
2	rhymes, including key		including fables and	cultures; identify the	or novel; identify the	the text, including how
2	details.	demonstrate understanding of their	folktales from diverse cultures, and determine	themes in these works.	theme and provide	
ĕ		central message or	their central message.		evidence for the interpretation.	speaker in a poem
9		lesson.	their central message, lesson, or moral.			challenges or how the speaker in a poem reflects upon a topic;
KEY IDEAS AND TEXTUAL SUPPORT						summarize the text.
<u>=</u>	K.RL.2.3: Identify important elements of	1.RL.2.3: Using key details, identify and	2.RL.2.3: Describe how characters in a story	3.RL2.3: Describe characters in a story	4.RL.2.3: Describe a character, setting, or	5.RL.2.3: Describe two or more characters,
ē	the text (e.e.	details, identify and describe the elements	respond to major	Le e their traits	event in a story or play,	or more characters, settings or events in a
	the text (e.g., characters, settings, or		events and how	motivations or feelings)	drawing on specific	settings, or events in a story or play, drawing
	events).	setting.	characters affect the	and explain how their	details in the text, and how that impacts the	on specific details in t text, and how they
			poc.	and explain how their actions contribute to the plot.	plot.	impact the plot.
	K.RL.2.4: Make	1.RL-2.4: Make and	2.RL.2.4: Make		4 01 2 4:	5 DI 2 A:
	predictions about what will happen in a story.	1.RL2.4: Make and confirm predictions about what will happen next in a story.	predictions about the	3.RL2.4: Students are expected to build upon and continue applying	4.RL2.4: Students are expected to build upon and	5.RL.2.4: Students are expected to build upon and
	will happen in a story.	about what will happen	content of text using	to build upon and	to build upon and continue applying	Students are expected to build upon and continue applying
		next in a story.	prior knowledge of text features, explaining	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned
			whether they were confirmed or not	previously.	previously.	previously.
			confirmed or not confirmed and why.			
,	Ruild comprel	RL3: nension and appreci	STRUCTURAL ELEMI	NTS AND ORGANIZ	ATION	d point of view
МПО						
STRUCTURAL ELEMENTS AND ORGANIZATION	K.RL.3.1: Recognize familiar narrative text	1.RL.3.1: Identify the basic characteristics of	2.RL.3.1: Describe the overall structure of a	3.RL3.1: Use terms such as chapter, scene,	4.RL3.1: Explain major differences between	5.RL3.1: Explain how series of chapters,
SRG	genres (e.g., fairy tales,	familiar narrative text	story, including describing how the	and stanza to refer to the parts of stories.	poems, plays, and prose, and refer to the	scenes, or stanzas fits together to provide th
ğ	nursery rhymes, storybooks).	genres (e.g., fairy tales, nursery rhymes.	describing how the	the parts of stories, plays, and poems:	prose, and refer to the structural elements of	together to provide the
S	.,	nursery rhymes, storybooks).	beginning introduces the story and the	describe how each	structural elements of poems and drama.	overall structure of a particular story, play,
1EM		1	ending concludes the action.	successive part builds on earlier sections.		poem.
TEN	K.RL.3.2: With support, define the role of the	1.RL3.2: Identify who is telling the story at	2.RL.3.2: Acknowledge differences in the points	on earlier sections.  3.RL3.2: Distinguish personal point of view from that of the	4.RL3.2: Compare and contrast the point of	5.RL-3-2: Describe hor
AL	define the role of the author and illustrator of	telling the story at various points in a text.	differences in the points	personal point of view	contrast the point of	5.RL3.2: Describe hos a narrator's or speake point of view influence
ž	a story in telling the	rando pomo m a text.	of view of characters and identify dialogue as		view from which different stories are	
RUC	story.	1	words spoken by	characters.	narrated including the	portrayed.
5			characters, usually enclosed in quotation		difference between first- and third-person	1
			marks.	TION OF IDEAS	narrations.	
	Build comprehensio	n and appreciation of liter		v elements and themes an	d analyzing how sensory to	ools impact meaning
	KINDERGARTEN K.RL.4.1: With support,	GRADE 1 1.RL.4.1: Use	2.01.4.1:1166	GRADE 3 3.Rt.4.1: Explain how	GRADE 4 4.RL4.1: Describe how	GRADE 5 5.RL4.1: Analyze how
S	describe the relationship between	illustrations and details in a story to describe its	information gained from the illustrations and words in a print or	S.RL.4.1: Explain how specific aspects of a text's illustrations	visual and multimedia presentations and	visual and multimedia presentations and
DE	illustrations and the	characters, setting, or	and words in a print or	contribute to what is	representations can	representations can
표	story in which they	events.			enhance the meaning of	enhance the meaning
NO	appear.		demonstrate understanding of its characters, setting, or	in a story (e.g., create mood, emphasize aspects of a character	a text.	a text.
=		[		aspects of a character		1
	K.RL.4.2: With support.	1.RL-4.2: Compare and	plot. 2.RL-4.2: Compare and	or setting).	4.RL4.2: Compare and	5.RL-4.2: Compare an
딜	compare and contrast	contrast the adventures and experiences of	contrast versions of the same stories from	contrast the themes.	contrast the treatment of similar themes and	contrast stories in the
NNEC		and experiences of	same stories from	contrast the themes, settings, and plots of stories written by the	of similar themes and	contrast stories in the same genre on their approaches to similar
CONNECTION OF IDEAS	the adventures and			stories written by the	topics and patterns of events in stories, myths,	approaches to similar themes and topics.
CONNECT	compare and contrast the adventures and experiences of characters in familiar	characters in stories.	periods, or cultures			
CONNECT	the adventures and experiences of characters in familiar stories.	characters in stories.	different authors, time periods, or cultures from around the world.	same author about the same or similar	and traditional	themes and topics.
CONNECT		characters in stories.	periods, or cultures from around the world.		and traditional literature from different	tnemes and topics.

		l	l	words.				
K.RV.2.2: Identify and sort pictures of object into categories (e.g., colors, shopes, opposites).	I.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).	2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	5.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	4.RV.2.2: identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homograph metaphors, similes, an analogies.			
K.RV.2.3: Standard begins at six grade.	1.RV.2.3: Standard begins at sixth grade.	2.RV.2.3: Standard begins at sixth grade.	3.RV-2.3: Standard begins at sixth grade.	4.RV.2.3: Standard begins at sixth grade.	5.RV.2.3: Standard begins at sixt grade.			
K.RV.2.4: Recognize	1.RV.2.4: Recognize and	2.RV.2.4: Use a known	3.RV.2.4: Use a known	4.RV.2.4: Apply	5.RV.2.4: Apply			
frequently occurring inflections (e.g., look, looks).	use frequently occurring affices, and roots and their inflections, as clues to the meaning of an unknown word.	root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	knowledge of word structure elements (e.g., suffices, prefices, common Greek and Latin offices and roots), known words, and word patterns to determine meaning.	knowledge of word structure elements, known words, and won patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).			
K.RV.2.5: Standard begins at second grade.	1.RV.2.5: Standard begins at second grade.	2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	4.RV.2.5: consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesourus), to find the pronunciation and clarify the precise meanings of words and phrases.			
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS  Build accreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses								
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	of the meanings of wo	GRADE 5			
K.RV.3.1: With suppor ask and answer questions about unknown words in stories, poems, or songs.	and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	Z.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, commotopoeis, idioms) to provide rhythm and meaning in a story, poem, or song.	3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metophors, or hyperbole).	5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metophors, hyperbole, or allusion).			
K.RV.3.2: With suppor	t, 1.RV.3.2: Ask and answer questions to	2.RV.3.2: Determine the meanings of words and	3.RV.3.2: Determine the meanings of	4.RV.3.2: Determine the meanings of general	5.RV.3.2: Determine the meaning of general			
questions about unknown words in a nonfiction text.	help determine or clarify the meaning of words and phrases in a	phrases in a nonfiction text relevant to a second grade topic or	general academic and content-specific words and phrases in a	academic and content- specific words and phrases in a nonfiction	academic and content- specific words and phrases in a nonfiction			
	nonfiction text.	subject area.	nonfiction text relevant to a third grade topic or subject area.	text relevant to a fourth grade topic or subject area.	text relevant to a fifth grade topic or text.			
K.RV.3.3: Standard begins at thi grade.	1.RV.3.3: Standard begins at third grade.	2.RV.3.3: Standard begins at third grade.	3.RV.3.3: Recognize the meanings of idioms in context.	4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.	S.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.			

						appropriate to the topic and audience.  • Provide a concluding
1						statement or section related to the information or
						explanation presented.
		using protois words to word to signal word to signal word to signal word to wo	other describes a proposed that is a second or	* Enable to me service de la membra del membra del membra del membra della mem	LACAS, Victor averantee compositions in a composition in	SACA, With a sentime composition in a consequent for insulation (e.g., decode not settling, insulation (e.g., decode not settling, insulation in a composition of an extending of the composition of a composition
ŀ	Produce cohere	ent and legible docu	ments by planning, o	drafting, revising, ed	iting, and collaborat	ing with others
	CARCA (ap) the writing (CARCA (ap) the CARCA	CARCES   Leaf applies writing   Leaf applies writing   Leaf applies writing   Leaf applies writing   Leaf applies   Leaf appli	Colonizata a dark by developing, selection and organizing deas a reviewant to spipe, and organizing deas a reviewant to spipe, and organizing deas a spanning death of the spine of the spi	Concents a dark by developing, selection and organizing deas reviewest to supple, eviewest to supple eviewest	titling, and collaborat collaboratic co	CORACE S. SUM SUPPLY AND SET OF SET O
	W.C. D. S.H.		STANDARD 5: THE	RESEARCH PROCESS		
The state of the s	SINCERCAST, VAIL 1997  Note: The second seco	GADOT 1 LNS. 10th support, conduct many investment of the conduct many investment of the conduct many investment conduct many investment conduct many investment conduct and success the sources.  - Inputs investment conduct many investment conduct	GAMCI 2  - 20.5. 1999 support, conduct that is search as 1990.  - 10.5. 1999 support, conduct and is search as 1990.  - 10.5. 1999 support, conduct and is 1999.  - 10.5. 1999 support, conducting the 1999 support and 1999.  - 10.5. 1999 support, conducting the 1999 support and 1999 supp	GANCE 3. AND Consider than research in a significant research	usly by conducting a GARCE CA. GARCE	GAMPA S. SANT-Conduct short research as agreement and selection on a size of the selection of the selection of the s
INAIVINIAN AND USAGE		Demonstra  GRADE 1  L.W.4.5.1: Demonstrate  command of register  parmar and usage,  frouring on  L.W.6.12: Verbs—  Writing sentences that  prepared or the command of prepared  L.W.6.12: Verbs—  Writing sentences using  verbs to convey a sense  of past, present, and	.6: CONVENTIONS of the command of the GMAVE 2 2.W.S.1: Democrizate of using CMAVE 2 2.W.S.1: Democrizate of using forming and using forming and using forming on using the command of the	OF STANDARD ENGLI CONVENTIONS of Stan GRADE 3 CONTROL OF STANDARD	GRADE 4  A.W.S.L. Demonstrate  4.W.S.L. Demonstrate  4.W.S.L. Demonstrate  4.W.S.L. Demonstrate  5.W. Demonstrate  4.W.S.L. S. Demonstrate  5.W. Demonstrate  5.W. Demonstrate  5.W. Demonstrate  5.W. Demonstrate  5.W. Demonstrate  6.E., who, which) and  6.E., who, which  6.E., who which	GRADE S S.W.S.LT: Demonstrate S.W.S.LT: Demonstrate S.W.S.LT: Demonstrate S.W.S.LT: Demonstrate S.W.S.LT: S.W.S.LT: Nousing Pronounce S.W.S.LT: S.

	step directions.	step directions.	directions.	to build upon and	to build upon and	to build upon and
	1					continue applying
				conventions learned	conventions learned	conventions learned
				previously.	previously.	previously.

MEDIA LITERACY
Guiding Phiniples: Southerst develop critical thinking about the messages received and created by media. Students recognize that media are a part of
culture and function a appeared psocialization and information, and they develop understanding that people use individual skills, beliefs, and
experiences to construct their own meanings from media messages. Students develop media illeroory skills in order to become more informed,
reference, and engaging participants in according

MEDIA LITERACY:
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

ı	n Me	edia Literacy, students a					
ı	Щ		ML:1	: LEARNING OUTCO	ME FOR MEDIA LITE	RACY	
ı	LEARNING OUTCOME		Develop an unde	erstanding of media	and the roles and pr	irposes of media	
ı	2	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ı	5	K.ML.1: Recognize	1.ML.1: Recognize the	2.ML.1: Recognize the	3.ML1: Recognize the	4.ML.1: Identify how	5.ML.1: Identify how
ı	9	various types of media.	role of the media in	role of the media in	role of the media in	information found in	information found in
ı	ž		informing, persuading,	informing, persuading,	informing, persuading,	electronic, print, and	electronic, print, and
ı	ΞI		entertaining, or	entertaining, and	entertaining, or	mass media is used to	mass media is used to
ı	3		transmitting culture.	transmitting culture.	transmitting culture.	inform, persuade,	inform, persuade,
ı	20					entertain, and transmit	entertain, and transmit
ı	_					culture.	culture.
ı				ML.2: MED	IA LITERACY		
ı		R	ecognize the purpos	es of media and the	ways in which med	ia can have influenc	es
ı	LITERACY	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ı	≲	K.ML.2.1: Recognize	1.ML2.1: Demonstrate	2.ML.2.1: Recognize that	3.ML.2.1: Distinguish	4.ML.2.1: Recognize	5.ML.2.1: Review claims
ı	₽.	common signs and logos	understanding of media	media can be sources for	among the purposes of	claims in print, image,	made in various types of
ı		and identify commercials	by asking and answering	information,	various media messages,	and multimedia and	media and evaluate
ı	MEDIA	or advertisements.	appropriate questions	entertainment,	including for information,	identify evidence used to	evidence used to support
ı	<u> </u>		about what is read,	persuasion,	entertainment,	support these claims.	these claims.
ı	5		heard, or viewed.	interpretation of events, and transmission of	persuasion,		
П					interpretation of events, or transmission of		
ı				culture.	or transmission or culture.		
ŀ					colore.		
1		KML2.2:	1.ML2.2:	2.ML.2.2:	3.ML2.2:	4.ML2.2:	5.ML2.2: Identify the
1		Standard beains in fifth	Standard begins in fifth	Standard begins in fifth	Standard begins in fifth	Standard begins in fifth	role of the media in
1		grade.	grade.	grade.	grade.	grade.	focusing people's
1						*	attention on events and
1							in forming their opinions
-							on issues

Advise - Adv	week J. Mark S. Agelment J	Adverbs – Standard begins at second grade.	K.W.6.1c: Adjectives/ Adverbs — Standard begins at second grade.	9
Writing sentences that Writing sentences that	at fourth Standard begins at fourth arade. Standard begins at fourth arade. Standard begins at fourth arade.	Standard begins at fourti	K.W.6.1d: Prepositions = Standard begins at fourth grade.	
And the Usage — Use of the Usage — Usage Usage	there to make complex simple and of declaration, interge controlly of declaration, interge controlly of declaration, intergeness of declaration, intergeness of declaration, intergeness of declaration, intergeness of declaration, intergeness, and extensions, and extensio	Writing complete simple declarative, interrogative, imperative and exclamatory sentences in response to prompts.	K.W.6.1e: Usage — Recognizing that there are different tinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	
command of command of command of command of command of command of capitalization, and punctuation, and	command of copalization of cop	command of capitalization, punctuation, and spelling, focusing on: 1.W-6.2a: Capitalization — Capitalizing the first word of a sentence, dates, names of people,	K.W.6.2: Demonstrate command of capitalization, punctuation, punctuation, and spelling, focusing on: K.W.6.2: Capitalization — Capitalization — Capitalization to capitalize the first word in a sentence and the pronoun I.	CAPITALEANON, FUNCTIANDON, AND
sation = 1.W.6.2b: Punctuation = 2.W.6.2b: Punctuation = 3.W.6.2b: Punctuation = 4.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 4.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 4.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 4.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 5.W.6.2b: Punctuation = 4.W.6.2b: Punctuation = 5.W.6.2b: Punctuation	pations   MacR. Processions   Amaz. Procession	Correctly using a period, question mark, and exclamation mark at the end of a sentence.     Using commas in dates and to separate items in	K.W.6.2b: Punctuation – Becognizing and naming end punctuation.	
off of the control of	one of the control parties and profit general pa	<ul> <li>Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>correctly spelling words with common spelling patterns.</li> <li>correctly spelling common irregularly- spelled, grade- appropriate high-</li> </ul>	K.W.A.Z: Spelling— Spelling simple words phonetically, drawing on phonetic awareness.	

- [1] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- [2] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [3] 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.
- [4] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [5] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [6] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- [7] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- [8] 1.RN.2.2: Retell main ideas and key details of a text.
- [9] 1.W.6.1b: Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- [10] "1.W.4: Apply the writing process to -
- · With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [11] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [12] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [13] 1.RF.4.5: Read words in common word families (e.g., -at, -ate).
- [14] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- [15] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

- [16] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- 1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [17] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [18] 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.

- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

- [19] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- [20] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [21] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [22] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [23] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [24] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [25] 1.W.6.1b Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- [26] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- [27] "1.W.4: Apply the writing process to -
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [28] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- [29] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [30] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).

- [31] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- [32] 1.RN.4.1: Identify the reasons the author gives to support points in a text.
- [33] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- 1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [34] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RN.2.2: Retell main ideas and key details of a text.

- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.
- 1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- 1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [35] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.
- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- 1.W.6.1e: Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.W.6.1b: Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- 1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

- 1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- [36] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- [37] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- [38] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [39] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [40] "1.W.5: With support, conduct simple research on a topic.
- · Identify several sources of information and indicate the sources.
- · Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."
- [41] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [42] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [43] 1.RL.3.2: Identify who is telling the story at various points in a text.
- [44] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
- [45] 1.W.6.1e: Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [46] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [47] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [48] "1.W.4: Apply the writing process to –
- · With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [49] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- [50] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and

effect relationship.

- [51] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- "1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [52] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.4.5: Read words in common word families (e.g., -at, -ate).
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- "1.W.4: Apply the writing process to –
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [53] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- "1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- 1.W.6.1b: Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

- 1.RN.2.2: Retell main ideas and key details of a text.
- 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- "1.W.4: Apply the writing process to –
- · With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- "1.W.5: With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."
- [54] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- [55] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- [56] 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- [57] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [58] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [59] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [60] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- [61] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [62] 1.W.6.2a: Capitalization Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
- [63] "1.W.4: Apply the writing process to –
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for

format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- · Use available technology to publish legible documents."
- [64] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [65] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [66] 1.RL.3.2: Identify who is telling the story at various points in a text.
- [67] 1.W.6.1e: Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [68] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- [69] 1.RN.2.2: Retell main ideas and key details of a text.
- [70] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- [71] 1.RN.4.1: Identify the reasons the author gives to support points in a text.
- [72] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- "1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.
- 1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 1.SL.4.3: Give and follow three- and four-step directions.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

- "1.W.5: With support, conduct simple research on a topic.
- · Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."
- [73] 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- [74] 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.3.2: Identify who is telling the story at various points in a text.
- 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.
- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

### "1.W.4: Apply the writing process to –

- · With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents."

#### "1.W.6.2b: Punctuation -

- · Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series."

### "1.W.6.2c: Spelling -

- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [75] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- [76] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- [77] 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- [78] 1.W.6.1b: Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- [79] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [80] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [81] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [82] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

# [83] "1.W.4: Apply the writing process to –

· With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

- · Use available technology to publish legible documents."
- [84] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- [85] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- [86] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [87] 1.RN.2.2: Retell main ideas and key details of a text.
- [88] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- [89] 1.RN.4.1: Identify the reasons the author gives to support points in a text.
- [90] 1.RF.2.4: Learn and apply knowledge of alphabetical order.
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
- [91] 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.

- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.
- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.
- [92] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- "1.W.6.2c: Spelling –
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.

- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- 1.RL.2.4: Make and confirm predictions about what will happen next in a story.
- "1.W.4: Apply the writing process to –
- · With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents."
- [93] 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- [94] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- [95] 1.RN.4.1: Identify the reasons the author gives to support points in a text.
- [96] 1.W.6.1e: Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [97] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [98] 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- [99] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [100] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- [101] 1.W.6.2a: Capitalization Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
- [102] "1.W.4: Apply the writing process to –
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [103] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [104] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

[105] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

[106] "1.W.6.2b: Punctuation –

- · Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series."
- [107] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [108] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [109] 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- [110] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RF.2.4: Learn and apply knowledge of alphabetical order.
- 1.RL.2.4: Make and confirm predictions about what will happen next in a story.
- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- "1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [111] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.

- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RL.3.2: Identify who is telling the story at various points in a text.
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.RN.2.2: Retell main ideas and key details of a text.
- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.
- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.
- "1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [112] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.

- 1.W.6.1b: Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- "1.W.6.2c: Spelling -
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [113] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [114] 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- [115] 1.RN.2.2: Retell main ideas and key details of a text.
- [116] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [117] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [118] 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- [119] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- [120] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [121] 1.W.6.1b: Verbs Writing sentences using verbs to convey a sense of past, present, and future.
- [122] "1.W.4: Apply the writing process to -
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [123] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [124] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [125] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

- [126] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- [127] 1.RN.4.1: Identify the reasons the author gives to support points in a text
- [128] 1.RL.3.2: Identify who is telling the story at various points in a text.
- [129] 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.4.3: Apply knowledge of final —e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- "1.W.5: With support, conduct simple research on a topic.
- · Identify several sources of information and indicate the sources.
- · Organize information, using graphic organizers or other aids.
- · Make informal presentations on information gathered."
- [130] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

- 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.
- 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.
- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [131] 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- "1.W.6.2c: Spelling –

- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [132] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [133] 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- [134] 1.RN.2.2: Retell main ideas and key details of a text.
- [135] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [136] 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- [137] 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- [138] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [139] 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- [140] 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- [141] "1.W.4: Apply the writing process to –
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [142] 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- [143] 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- [144] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [145] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [146] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- [147] 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.

- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [148] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.
- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

- "1.W.6.2c: Spelling -
- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- · Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [149] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
- 1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
- "1.W.6.2c: Spelling –
- · Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [150] 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- [151] 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.

- [152] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- [153] 1.W.6.1e: Usage Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [154] 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- [155] 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- [156] 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- [157] 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

### [158] "1.W.6.2b: Punctuation -

- · Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series."

### [159] "1.W.4: Apply the writing process to –

- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- [160] 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- [161] 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- [162] 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

# [163] "1.W.6.2c: Spelling -

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- · Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words."
- [164] 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- [165] 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- [166] 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RF.2.4: Learn and apply knowledge of alphabetical order.
- 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.
- 1.RN.2.2: Retell main ideas and key details of a text.
- "1.W.5: With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."
- 1.W.6.1a: Nouns/Pronouns Writing sentences that include common and proper nouns and personal pronouns.
- [167] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.
- [168] 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- "1.W.4: Apply the writing process to -
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
- · Use available technology to publish legible documents."
- "1.W.5: With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.
- · Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered."