

Bermudian Springs Pennsylvania Core Standards

English/Language Arts

First Grade



INTRODUCTION

The competencies for language arts literacy capture language experiences each child needs in order to grow intellectually, socially, and emotionally in and out of school. Literacy is a way to acquire knowledge for thinking and communicating. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or non-print, verbal or nonverbal means). It also includes being able to use one's own resources to achieve those purposes.

If a child learns to read, write, speak, and listen critically, strategically, and creatively, they will begin to develop the literacy skills they will need to discover personal and shared meaning throughout their life.

English/Language Arts - Long Term Transfer Goals

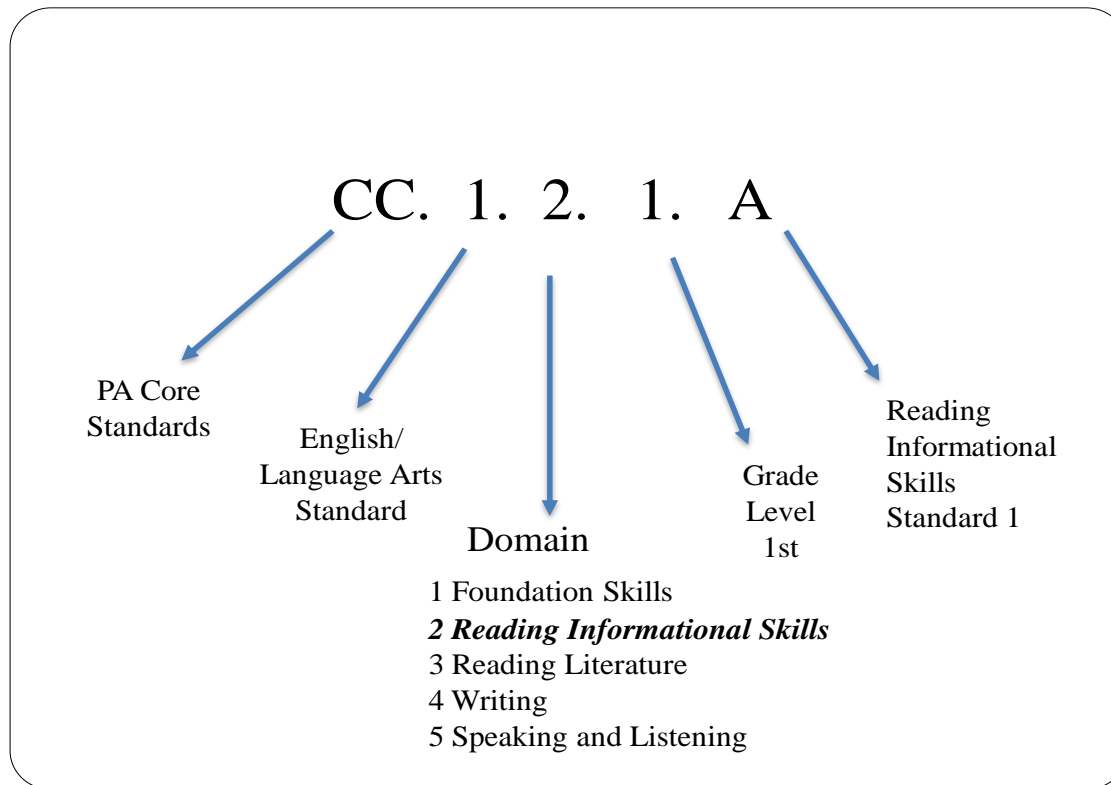
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Adapted from: commoncore.org, 2013; parcconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy



1.1 - Foundational Skills - Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions	
DOMAIN: <i>Print Concepts</i>	
STANDARD: CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.	
Key Concepts	Key Vocabulary
Identify features of print and understand how text is organized	Words, letters, spaces, sentence, capital letters, period or ending punctuation marks
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Identify the components of a sentence. 	

1.1 - Foundational Skills - Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
DOMAIN: <i>Phonological Awareness</i>	
STANDARD: CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Key Concepts	Key Vocabulary
Hear and discriminate between sounds in oral language, Blend and segment sounds that make a syllable and/or word	Syllable(s), sounds, phoneme, phoneme segmentation, phoneme isolation, phoneme blending, rime, on-set, letter, consonant, vowel, short vowel, long vowel
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Distinguish long vowel from short vowel sounds in single syllable words. • Orally produce single-syllable words by blending sounds. • Isolate and pronounce initial, medial vowel, and final sounds in spoken syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds. • Demonstrate auditory discrimination skills. • Identify and produce short vowel sounds. • Identify and produce long vowel sounds. • Orally segment and count the syllables heard in given words. • Identify initial, medial, and final sounds in single-syllable spoken words. • Compare and identify the sounds in single-syllable spoken words using initial, medial, and final sounds. • Identify onsets and rimes of single-syllable spoken words. • Orally blend 3-4 phonemes into a word Identify the sound heard in single-syllable spoken words. • Produce the sound heard in single-syllable spoken words. • Orally add or delete a sound at the beginning or end of single-syllable words to make new words. • Orally substitute initial, medial, and final sounds, in single-syllable words to make new words. • Identify the number of sounds heard in spoken single-syllable words. • Produce the sounds heard in single-syllable words. • Orally add or delete a sound at the beginning or end of single-syllable words to make new words. • Orally substitute initial, medial, and final sounds in single-syllable words to make new words. 	

1.1 - Foundational Skills -Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
DOMAIN: <i>Phonics and Word Recognition</i>	
STANDARD: CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.	
Key Concepts	Key Vocabulary
Use decoding strategies to decode words (ex: get your mouth ready, look to the end of the word, look for the chunk, try the other vowel), what students can do when they come to an unknown word	Phonics, word families, irregular vowel patterns, consonant blend, digraph, word decoding, word attack strategies
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Know the spelling sound-sound correspondence for common consonant digraphs • Decode regularly spelled one-syllable words • Know final-e and common vowel team conventions for representing long vowel sounds • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings • Recognize and read grade-appropriate irregularly spelled words • Identify the letters that represent the common digraphs, Associate a visual cue with the digraph • Recognize that certain letter combinations can make one sound • Decode words with letter combinations representing common consonant digraphs • Apply the principles of sound-letter correspondence, including exceptions • Produce letter-sound correspondences rapidly, Blend isolated sounds into one-syllable words • Use known word/part to decode unknown words • Recognize that two letters can represent a vowel sound, Identify common vowel teams • Blend isolated sounds into one-syllable words. • Use known word/part to decode unknown words, Apply vowel pronunciation rules to read words, such as CVCE, CVVC • Count and segment syllables orally • Identify the vowel sound in spoken and written one-syllable words, Identify the number of vowels and syllables in printed words. • Recognize open and closed syllables, Explain and apply syllable division rules • Blend sounds in segmented syllables to read words 	

1.1 - Foundational Skills -Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
DOMAIN: <i>Fluency</i>	
STANDARD: CC.1.1.1.E Read with accuracy and fluency to support comprehension.	
Key Concepts	Key Vocabulary
Read on-level texts with accuracy, read appropriate rate and speed to support the text	Reading fluency, reading expression, comprehension/understanding
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Apply decoding skills to read on-level text. • Read grade level sight words/high frequency words in isolation and in context with automaticity. • Use context cues and text features to determine and clarify the meanings of unknown words. • Listen to Interactive Read Alouds of steadily increasing complexity in order to observe models of fluent reading and apply skills to their own reading. • Apply decoding skills to read on-level text. • Read on-level sight words/high frequency words with automaticity. • Use punctuation as cues to appropriate expression. • Fluently read on-level text with accuracy and prosody . • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Develop a conceptual understanding of new words to confirm or self-correct word recognition and understanding. • Reread when something does not make sense in order to determine the meaning of a known word. • Using context cues and visual clues to guide self correction. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Main Idea</i>	
STANDARD: CC.1.2.1.A Identify the main idea and retell key details of text.	
Key Concepts	Key Vocabulary
Identify the main idea of a text; Identify key details in a text Summarize the details in a text	Main idea, (key) details, facts, summarize
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Determine key details from text. • Connect details to form topic. • Retell main topic and key details. • Identify facts from the text. • Formulate understanding of text by explaining several details of the topic. • Summarize (oral or written) details from the text. • Identify the main topic of the text. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Text Analysis</i>	
STANDARD: CC.1.2.1.B Ask and answer questions about key details in a text.	
Key Concepts	Key Vocabulary
Use before, during, and after reading strategies to ask questions and think about the text; Ask questions about the key details in a text	Activate schema, prior knowledge, predictions, connections, infer
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Before, During, and After reading strategies. <ul style="list-style-type: none"> ○ Connect Prior Knowledge ○ Recall and Discuss for understanding • Use text Features: title, author, pictures. • Make predictions. • Ask questions. • Set a purpose for reading. • Use text features to aid understanding. • Identify and question what did not make sense. • Make, confirm, or modify predictions. • Reread difficult parts and restate in own words. • Describe what is directly stated in the text. • Confirm predictions. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Text Analysis</i>	
STANDARD: CC.1.2.1.C Describe the connection between two individual events, ideas, or pieces of information in a text.	
Key Concepts	Key Vocabulary
Make connections between events in a text Summarize and describe ideas or pieces of information in a text	Connections within, events, ideas
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Retell two events, ideas, or pieces of information, or identify two individuals in a text. • Explain the relationship between events, ideas, or pieces of information (compare-contrast/cause-effect). • Retell two or more events, ideas, information, Explain relationships of events between texts. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Text Structure</i>	
STANDARD: CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text	
Key Concepts	Key Vocabulary
Determine important text features in nonfiction texts; Identify key facts and information in nonfiction texts	Text features: headings, labels, captions, photographs, sidebars, bold words, italic words, titles, subtitles, graphs, charts, diagrams, table of contents, fact(s)
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify different types of text features in a text. • Determine the purpose of various text features. • Select and use the appropriate text feature for a given task or information need. • Locate text features in nonfiction texts. • Use text features to better understand the story. • Use text features to locate key facts. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Vocabulary</i>	
STANDARD: CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
Key Concepts	Key Vocabulary
Ask and answer questions to better understand words and phrases in a nonfiction text	Question, answer, words/phrases, meaning/understanding
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify unfamiliar words and phrases. • Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. • Identify unfamiliar words or phrases and use prior knowledge/experiences to clarify meaning. • Use title pictures to predict content words and phrases. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge and Ideas, Diverse Media</i>	
STANDARD: CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	
Key Concepts	Key Vocabulary
Use illustrations and details to describe key ideas	Illustrations, photographs, details, key ideas
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the relationship between and text illustrations; explain how they support each other. • Distinguish between key details and supporting details in a text. • Identify illustrations/photographs and how they relate to the key ideas of a nonfiction text. • Distinguish between key details and supporting details in a text. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge and Ideas, Evaluating Arguments</i>	
STANDARD: CC.1.2.1.H Identify the reasons an author gives to support points in a text.	
Key Concepts	Key Vocabulary
Identify supporting information that an author outlines in a text	Key details, supporting details, information, author’s view
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Recall details from a text. • Distinguish between key details and supporting details in a text. • Identify details that support a specific point in a text. • Identify the author’s viewpoint based upon supporting details in the text. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge and Ideas, Analysis Across Texts</i>	
STANDARD: CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	
Key Concepts	Key Vocabulary
Identify similarities and differences between texts	Similarity, difference, topic, text-to-text connections
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the topic of a text. • Recognize texts that have the same topic. • Compare and contrast two texts on the same topic. • Students make text-to-text connections in everyday reading. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	
Key Concepts	Key Vocabulary
Use words and phrases to make connections and relationships between other words and phrases when acquiring new vocabulary	Words, phrases, connections, vocabulary
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Develop rich oral language. • Strengthen writing through modeling and exposure to a variety of texts. • Use new vocabulary in the correct context to make connections with words and phrases. 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	
Key Concepts	Key Vocabulary
Understand the meaning of unknown words and phrases	Vocabulary, multiple-meaning words, clarify
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms (e.g.: looks, looked, looking). • Identify sentence clues that help determine or clarify the meaning of a word or phrase. • Access prior knowledge to help determine or clarify the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • Identify common prefixes and their meaning, Identify common suffixes and their meaning. • Explain the meaning of words with common prefixes and suffixes. • Identify and define root words. • Identify inflectional endings (s, es, ing) and their effect on word meaning. • Use root words and their inflectional endings correctly when speaking and writing . 	

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Range of Reading</i>	
STANDARD: CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently	
Key Concepts	Key Vocabulary
Read and comprehend literary nonfiction and informational texts	Read, comprehension, accuracy, proficient
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time period. • Read and comprehend literary nonfiction and informational texts that are appropriate for grade level benchmarks. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Theme</i>	
STANDARD: CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Key Concepts	Key Vocabulary
Retell stories including details and understanding of the central message	Retell, details, main idea, central message
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities. • Identify elements of a story. • Identify key details. • Analyze key details to determine the central message or lesson in literary text. • Retell story events in a logical sequence. • Retell elements of a story, including key details and central messages in every day reading. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Text Analysis</i>	
STANDARD: CC.1.3.1.B Ask and answer questions about key details in a text.	
Key Concepts	Key Vocabulary
<ul style="list-style-type: none"> • Ask and answer questions before, during, and after reading a text • Use key details to answer questions about a text 	Questions, answers, details, main idea, connections
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use before reading strategies. • Use during reading strategies. • Use after reading strategies. • Activate prior knowledge to make connections. • Make predictions to ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic. • Set a purpose for reading: identify and question what did not make sense. • Make, confirm, or modify predictions. • Reread difficult parts and restate in own words, Recall and discuss the text. • Engage in conversation to understand the text. • Determine the main idea of the text. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Literary Elements</i>	
STANDARD: CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	
Key Concepts	Key Vocabulary
Retell stories using literary elements: characters, setting, major events	Retell, characters, setting, problem, solution, sequence of events
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the elements in a story, including characters and the setting. • Identify key details in the story. • Retell the events in a story in a logical sequence. • Retell elements of a story, including key details and central messages in every day reading. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Point of View</i>	
STANDARD: CC.1.3.1.D Identify who is telling the story at various points in a text.	
Key Concepts	Key Vocabulary
Identify who is telling the story throughout the text	Character, author, point of view, narrator
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Define the role of the narrator of the story. • Use knowledge of characters and story events to determine who is telling the story at various points in the texts. • Identify who is telling the story based on story events during daily reading activities. • Identify the narrator’s purpose of a text. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Text Structure</i>	
STANDARD: CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	
Key Concepts	Key Vocabulary
Identify and describe the difference between fiction and nonfiction texts using a variety of literature	Fiction, nonfiction, fact, opinion, information
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction. • Identify similarities and differences between fiction and nonfiction texts. • Identify the difference between a fiction and nonfiction text. • Explain the similarities and differences found between fiction and nonfiction texts. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Vocabulary</i>	
STANDARD: CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Key Concepts	Key Vocabulary
Identify words and/or phrases that imply feeling or use of the senses	Connections, senses, feelings, characters
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use text and illustrations to identify words or phrases that create a feeling or connect with a sentence. • Make text-to-self connections about the feelings from the text. • Identify the feelings of the characters. • Identify the words and/or phrases that suggest feelings or emotions. • Identify the feelings in the text based on their previous experiences with the senses. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge, and Ideas, Sources of Information</i>	
STANDARD: CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	
Key Concepts	Key Vocabulary
Use illustrations and details to describe characters, setting, or events in a story	Illustrations, pictures, photographs, details, describe, characters, setting, events
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Explain the connection between the illustrations and words in a story. • Identify illustrations and details in a story. • Use the details in a story to describe story elements in every day reading. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge, and Ideas, Text Analysis</i>	
STANDARD: CC.1.3.1.H – Compare and contrast the adventures and experience of characters in stories.	
Key Concepts	Key Vocabulary
Compare and Contrast similarities and differences of character experiences and adventures in a story	Compare, contrast, Venn diagram, characters, adventures, experiences
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify characters and events in the story. • Identify likenesses and differences between characters and events in the story. • Compare and contrast the differences of characters and events in a story. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Vocabulary Acquisition and Use, Strategies</i>	
STANDARD: CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	
Key Concepts	Key Vocabulary
Understand the meaning of unknown words and phrases	Vocabulary, multiple-meaning words, clarify
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms (e.g.: looks, looked, looking). • Identify sentence clues that help determine or clarify the meaning of a word or phrase. • Use prior knowledge to help determine or clarify the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • Identify common prefixes and their meaning. • Identify common suffixes and their meaning. • Explain the meaning of words with common prefixes and suffixes. • Identify and define root words. • Identify inflectional endings (s, es, ing) and their effect on word meaning. • Use root words and their inflectional endings correctly when speaking and writing. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	
Key Concepts	Key Vocabulary
Use words and phrases to make connections and relationships between other words and phrases when acquiring new vocabulary	Words, phrases, connections, vocabulary
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. • Use new vocabulary in the correct context to make connections with words and phrase. 	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Range of Reading</i>	
STANDARD: CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	
Key Concepts	Key Vocabulary
Read and comprehend literary nonfiction and informational texts	Read, comprehension, accuracy, proficient
Competencies- <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities, and time period. • Read and comprehend literary nonfiction and informational texts that are appropriate for grade level benchmarks. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory</i>	
STANDARD: CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.	
Key Concepts	Key Vocabulary
Write informative/explanatory text	Informative writing, explanatory writing
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write informative/explanatory text to convey ideas and information. • Establish or build upon a personal schema of a topic. • Gather facts from basic print, online, and multimedia resources. • Develop and write a simple introductory sentence that states the topic. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Focus</i>	
STANDARD: CC.1.4.1.B Identify and write about one specific topic.	
Key Concepts	Key Vocabulary
Identify a single topic and maintain focus throughout the writing process	Topic/idea, details, focus
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify facts and opinions within a specific source. • Write several sentences using the facts that are related to the topic. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Content</i>	
STANDARD: CC.1.4.1.C Develop the topic with two or more facts.	
Key Concepts	Key Vocabulary
Write a text with two or more facts	Topic/idea, details, focus
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write two or more facts about a topic. • Identify facts and opinions within a specific source. • Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner. • Participate in shared research on a topic. • Write several sentences using the facts that are all related to the topic. • Produce complete simple and compound sentences. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Organization</i>	
STANDARD: CC.1.4.1.D Group information and provide some sense of closure.	
Key Concepts	Key Vocabulary
Write an informational text by gathering information and forming a closure or conclusion about a topic	Information, closure/conclusion, order/sequence, topic
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Gather information about a topic. • Write information in a logical order. • Draft a concluding simple sentence. • Apply the revising and editing stages of the writing process. • Revise to ensure a topic sentence and facts related to the topic. • Expand complete simple sentences. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Style</i>	
STANDARD: CC.1.4.1.E Choose words and phrases for effect.	
Key Concepts	Key Vocabulary
Using word choice to create effect(s) in writing	Word choice, phrases
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify words that create an effect or add mood and feeling to the writing. • Use a variety of words and phrases. • Use words and phrases for effect. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Conventions of Language</i>	
STANDARD: CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
<ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	
Key Concepts	Key Vocabulary
Capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Dates, names, capitalize, uppercase, punctuation (period, question mark, exclamation point, comma, apostrophe), sentence
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Capitalize dates and names of people. • Distinguish between names and other nouns. • Identify months of the year. • Demonstrate correct capitalization of names and dates when writing. • Analyze writing models for correct capitalization. • Use end punctuation for sentences. • Identify the components of a sentence. • Identify different types of sentences and their end punctuation. • Use of end punctuation correctly in writing. • Analyze writing models for correct punctuation. • Use commas in dates and to separate single words in a series. • Identify and define purpose of commas in text that contains dates or a series. • Demonstrate the correct use of commas in writing. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Identify common spelling patterns. 	

- Identify the spellings for frequently occurring irregular words.
- Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.
- Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
- Identify the letters or letter for consonant and vowel sounds.
- Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative</i>	
STANDARD: CC.1.4.1.G Write opinion pieces on familiar topics.	
Key Concepts	Key Vocabulary
Form and write an opinion about a known topic	Opinion, familiar or known topic
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process. • Identify the topic or book. • Establish or build upon a personal schema or topic or book. • Use common characteristics/attributes to begin to understand relationships. • Form an opinion based on prior knowledge and information provided. • Develop a simple sentence that states a topic and gives an opinion. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Focus</i>	
STANDARD: CC.1.4.1.H Form an opinion by choosing among given topics.	
Key Concepts	Key Vocabulary
Form an opinion of a given topic picking out of a variety of topics	Opinion, topic
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Clearly state text based preferences and supply a reason for the thinking. • Choose and write an opinion among several topics. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Content</i>	
STANDARD: CC.1.4.1.I Support the opinion with reasons related to the opinion.	
Key Concepts	Key Vocabulary
Support an opinion using reasons related to the opinion	Opinion, supporting details and reasons
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify facts and opinions. • Provide a reason to support an opinion. • Draft a simple sentence or sentences to express an opinion and reason. • Produce writing that is legible, including correct formation of manuscript letters. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Organization</i>	
STANDARD: CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	
Key Concepts	Key Vocabulary
Write an opinion with structure that includes supporting reasons and sense of closure	Structure, reasons, closure
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Draft a simple sentence that restates the opinion. • Apply the revising and editing stages of the writing process. • Prepare the final product for presentation and/or publication in a variety of formats. • Produce writing that is legible, including the correct formation of manuscript letters. • Rehearse oral performance of written product with appropriate fluency. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Style</i>	
STANDARD: CC.1.4.1.K Use a variety of words and phrases.	
Key Concepts	Key Vocabulary
Use various words and phrases to convey opinion and/or argument	Words, phrases
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify words that clarify opinion and arguments to the writing. • Use a variety of words and phrases. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Conventions of Language</i>	
STANDARD: CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
Key Concepts	Key Vocabulary
Capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Dates, names, capitalize, uppercase, punctuation (period, question mark, exclamation point, comma, apostrophe), sentence
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Capitalize dates and names of people. • Distinguish between names and other nouns. • Identify months of the year. • Demonstrate correct capitalization of names and dates when writing. • Analyze writing models for correct capitalization. • Use end punctuation for sentences. • Identify the components of a sentence. • Identify different types of sentences and their end punctuation. • Use of end punctuation correctly in writing. • Analyze writing models for correct punctuation. • Use commas in dates and to separate single words in a series. • Identify and define purpose of commas in text that contains dates or a series. • Demonstrate the correct use of commas in writing. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Identify common spelling patterns. • Identify the spellings for frequently occurring irregular words. • Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words. 	

- Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
- Identify the letters or letter for consonant and vowel sounds.
- Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative</i>	
STANDARD: CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	
Key Concepts	Key Vocabulary
Write a real or imagined experiences or events	Narrative, realistic, imaginary events
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify two or more events, characters, and settings. • Tell about a series of events in a logical sequence. • Draft an opening sentence that introduces the narrative. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Focus</i>	
STANDARD: CC.1.4.1.N Establish “who” and “what” the narrative will be about.	
Key Concepts	Key Vocabulary
Establish the topic of the narrative text; provide a clear who and what the topic will be	Narrative, topic, who, what
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify elements of a narrative. • Establish a clear focus of the narrative for the topic of the story. • Identify two or more events, characters, and settings. • Tell about a series of events in a logical sequence. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Content</i>	
STANDARD: CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	
Key Concepts	Key Vocabulary
Use thoughts and feelings to describe experiences and events	Thoughts, feelings, experiences, events
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Describe experiences and events using thoughts and feelings. • Use words that describe experiences. • Use a variety of words with focus on word choice that explicitly shows thoughts and feelings. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Organization</i>	
STANDARD: CC.1.4.1.P Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	
Key Concepts	Key Vocabulary
Use temporal words to signal event order and provide sense of closure	Sequence of events, temporal words, event order, closure
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • With guidance and support, define and identify temporal words. • Use words and phrases acquired through conversations and being read to. • Write sentences in a meaningful order using temporal words to identify the sequence. • Write closing sentences to conclude narrative text. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Style</i>	
STANDARD: CC.1.4.1.Q Use a variety of words and phrases.	
Key Concepts	Key Vocabulary
Use a variety of words and phrases to convey message and order in the narrative text	Words, phrases
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use a variety of words to show transitions. • Use a variety of words in a narrative text to show thoughts and feelings. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Conventions of Language</i>	
STANDARD: CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	
Key Concepts	Key Vocabulary
Capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Dates, names, capitalize, uppercase, punctuation (period, question mark, exclamation point, comma, apostrophe), sentence
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Capitalize dates and names of people. • Distinguish between names and other nouns. • Identify months of the year. • Demonstrate correct capitalization of names and dates when writing. • Analyze writing models for correct capitalization. • Use end punctuation for sentences. • Identify the components of a sentence. • Identify different types of sentences and their end punctuation. • Use of end punctuation correctly in writing. • Analyze writing models for correct punctuation. • Use commas in dates and to separate single words in a series. • Identify and define purpose of commas in text that contains dates or a series. • Demonstrate the correct use of commas in writing. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Identify common spelling patterns. • Identify the spellings for frequently occurring irregular words. 	

- Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.
- Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
- Identify the letters or letter for consonant and vowel sounds.
- Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Production and Distribution of Writing, Writing Process</i>	
STANDARD: CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
Key Concepts	Key Vocabulary
Strengthen writing by adding details through suggestions from peers	Topic, respond, suggestions, details
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Technology and Publication</i>	
STANDARD: CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	
Key Concepts	Key Vocabulary
Use a variety of digital tools to produce and publish writing with peers	Digital tools, publish writing
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • With guidance, use technology to enhance learning. • With guidance, use technology to collaborate and to express ideas. • With guidance, use technology to locate, evaluate, and gather information and/or data. • With guidance, use and evaluate technology tools to organize information. • With guidance, use technology to develop strategies to solve problems and make informed decisions. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Conducting Research</i>	
STANDARD: CC.1.4.1.V Participate in individual or shared research and writing projects.	
Key Concepts	Key Vocabulary
Participate in research and writing projects (independent or shared projects)	Research project, information, resources
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • With guidance, identify an assigned or personal information need. • Formulate and refine questions to meet an information need. • With guidance, explore and identify human, print, online, and multimedia resources. • With guidance, use technology tools to find data/information within a specific source. • With guidance and support from adults, formulate and refine questions to meet an information need. • Prepare the final product for presentation and/or publication in a variety of formats. • Produce writing that is legible, including the correct formation of manuscript letters. • Contribute to a learning community. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Credibility, Reliability, and Validity of Sources</i>	
STANDARD: CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	
Key Concepts	Key Vocabulary
Recall and/or gather information from sources and experiences to answer a question	Information, experiences
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Use details to expand their writing, whether it is a personal story, an opinion, or a topical piece of writing. • With guidance, select print, online, and multimedia sources. • Use technology tools to find data/information within a specific source. • Record data/information in a variety of formats. • With guidance and support, draw conclusions from the recorded data/information to create new understandings. 	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Range of Writing</i>	
STANDARD: CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	
Key Concepts	Key Vocabulary
Write in variety of formats in daily tasks for multiple purposes and time frames	Write, time frames, tasks, purposes, audiences
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write for various time periods. • Write for various topics/subjects. • Write for various purposes. • Write for various audiences. • Daily writing, journaling, and activities. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Comprehension and Collaboration , Collaborative Discussion</i>	
STANDARD: CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	
Key Concepts	Key Vocabulary
Collaborative Discussion	Discussion, collaborate, respect, taking turns, listening, speaking
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Collaborative discussion create rules to ensure respectful group discussions. • Identify and define roles of participants in discussions. • Participate in group discussions on a variety of topics. • Participate in collaborative conversations with peers and adults in small and larger groups. • Small and large group discussion, Think-Pair-Share. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Comprehension and Collaboration , Critical Thinking</i>	
STANDARD: CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Key Concepts	Key Vocabulary
Ask and answer questions based on a text that is read aloud or presented through other media	Questions, answers, details, main idea, connections, listening
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the main idea and key details. • Ask and answer questions before, during, and after reading a text. • Use key details to answer questions about a text. • Students will participate in group discussions by asking and answering questions during everyday listening activities. • Small and large group discussion, Think-Pair-Share. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Comprehension and Collaboration, Evaluating Information</i>	
STANDARD: CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Key Concepts	Key Vocabulary
Ask and answer questions in order to gain information or clarify meaning	Questions, answer, clarify, understand, speaker
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Listen to identify the main idea and the key details from a speaker. • Ask questions in discussions. • Students will participate in group discussions by asking and answering questions during everyday listening activities. • Small and large group discussion, Think-Pair-Share. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Presentation of Knowledge and Ideas, Purpose, Audience, and Task</i>	
STANDARD: CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
Key Concepts	Key Vocabulary
Understand the difference between relevant and irrelevant details; Add additional details to ideas and sentences using descriptive words ; Speak appropriately	Detail, describe, relevant, irrelevant, ideas, feelings, pace, volume, tone
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Distinguish between relevant and irrelevant details. • Add details to expand ideas and sentences. • Speak at an appropriate pace, volume, and tone. • Students will participate in group discussions by providing additional details about people, places, things, and events during everyday speaking and listening activities. • Small and large group discussion, Think-Pair-Share. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Presentation of Knowledge and Ideas, Context</i>	
STANDARD: CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	
Key Concepts	Key Vocabulary
Speak in complete sentences when appropriate	Sentence, complete sentence, sentence fragment
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify components of a sentence. • Distinguish between sentences and sentence fragments. • Compose complete simple sentences. • Students will correctly speak in complete sentences when it is appropriate. • Small and large group discussion, Think-Pair-Share. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Integration of Knowledge and Ideas, Multimedia</i>	
STANDARD: CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	
Key Concepts	Key Vocabulary
Adding illustrations, actions, or props to share ideas, thoughts, and feelings	Illustrations, prop, display, ideas, thoughts, feelings
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Responding using illustrations, actions, or props to clarify meaning of topic. • Students will use visual displays to clarify meaning of speaking and listening activities. • Small and large group discussion, Think-Pair-Share. 	

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Conventions of Standard Language</i>	
STANDARD: CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	
Key Concepts	Key Vocabulary
Speaking with correct grammar, volume, tone, rate, and pronunciation	Grammar, volume, tone, rate, and pronunciation
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Understand appropriate language structure and grammar in a sentence. • Speak at an appropriate pace, volume, and tone. • Students will be able to speak correctly with correct grammar and structure with an appropriate rate and tone. • Small and large group discussion, Think-Pair-Share. 	