

## Reading Foundational Skills – Grade 1

### Print Concepts

**RF.1.1**

Demonstrate understanding of the organization and basic features of print to aid in comprehension.  
a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

### Phonological Awareness

**RF.1.2**

Demonstrate understanding of spoken words, syllables and sounds (phonemes).  
a. Distinguish long from short vowel sounds in spoken single-syllable words.  
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

### Phonics and Word Recognition

**RF.1.3**

Know and apply grade-level phonics and word analysis skills in decoding words.  
a. Know the spelling-sound correspondences for common consonant digraphs.  
b. Decode regularly spelled one-syllable words.  
c. Know final –e and common vowel team conventions for representing long vowel sounds.  
d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
e. With adult support, decode two-syllable words by breaking the words into syllables.  
f. Read words with inflectional endings.  
g. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

**RF.1.4**

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.  
a. Read grade-level text with purpose and understanding.  
b. Orally read grade-level text fluently on successive readings.  
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Interdisciplinary Literacy Practices

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

| Reading Standards for Literature - Grade 1    |  | Interdisciplinary Literacy Practices |   |
|---|--|--------------------------------------|---|
| Key Ideas and Details                         |  |                                      |   |
| <a href="#"><u>RL.1.1</u></a>                 | With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.   | 1                                    | Recognize that text is anything that communicates a message.  |
| <a href="#"><u>RL.1.2</u></a>                 | With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.  | 2                                    | Employ, develop and refine schema to understand and create text.                                    |
| <a href="#"><u>RL.1.3</u></a>                 | Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.  | 3                                    | View literacy experiences as transactional, interdisciplinary and transformational.                 |
| Craft and Structure                           |  |                                      |   |
| <a href="#"><u>RL.1.4</u></a>                 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.  | 4                                    | Utilize receptive and expressive language arts to better understand self, others and the world.     |
| <a href="#"><u>RL.1.5</u></a>                 | Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.   | 5                                    | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| <a href="#"><u>RL.1.6</u></a>                 | With prompting and support, identify who is telling the story at various points in a text.   | 6                                    | Collaborate with others to create new meaning.  |
| Integration of Knowledge and Ideas            |  |                                      |   |
| <a href="#"><u>RL.1.7</u></a>                 | Use a story's illustrations and details to describe its characters, setting and events.  | 7                                    | Utilize digital resources to learn and share with others.   |
| <a href="#"><u>RL.1.8</u></a>                 | (Not applicable to literature)   | 8                                    | Engage in specialized, discipline-specific literacy practices.                                      |
| <a href="#"><u>RL.1.9</u></a>                 | Compare/contrast the adventures and experiences of characters in stories.  | 9                                    | Apply high level cognitive processes to think deeply and critically about text.                     |
| Range of Reading and Level of Text Complexity |  |                                      |   |
| <a href="#"><u>RL.1.10</u></a>                | With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. | 10                                   | Develop a literacy identity that promotes lifelong learning.  |
|   |  | <b>HOME</b>                          |   |

## GUIDING PRINCIPLE FOR READING LITERATURE



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

### PROGRESSION

|  | RL.K.1  | RL.1.1   | RL.2.1  |
|--|---|--|---|
|  | With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text. | With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text. | Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text. |

### MULTIDIMENSIONALITY - RL.1.1



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, *ask and answer explicit questions about* **KEY IDEAS AND DETAILS**, and **make and support logical inferences to construct meaning** from the text.

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## GUIDING PRINCIPLE FOR READING LITERATURE



2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

### PROGRESSION

|  | RL.K.2   | RL.1.2  | RL.2.2   |
|--|--|---|--|
|  | With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story. | With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral. | Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures. |

### MULTIDIMENSIONALITY - RL.1.2



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, *recognize key details from a summary* to **demonstrate understanding of the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL.**

## GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

### PROGRESSION

|  | RL.K.3  | RL.1.3  | RL.2.3   |
|--|---|---|--|
|  | With prompting and support, identify characters, settings and major events in order to make meaning of the story development. | Describe characters, settings and major events in a story, using key details in order to make meaning of the story development. | Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. |

### MULTIDIMENSIONALITY RL.1.3

|  |  |  |  |
|--|--|--|--|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p><i>Describe</i> <b>CHARACTERS, SETTINGS</b> and <b>MAJOR EVENTS IN A STORY</b>, <i>using key details</i>, <b>in order to make meaning of the story development.</b></p> |  |  |
|--|--|--|--|

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4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

### PROGRESSION

|  | RL.K.4  | RL.1.4  | RL.2.4   |
|--|---|---|--|
|  | With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning. | Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song. |

### MULTIDIMENSIONALITY - RL.1.4

|  |   |  |  |
|--|---|--|--|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p><i>Identify words and phrases</i> in stories or poems that <b>SUGGEST FEELINGS OR APPEAL TO THE SENSES</b> <b>in order to construct meaning.</b></p> |  |  |
|--|---|--|--|

## GUIDING PRINCIPLE FOR READING LITERATURE



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

### PROGRESSION

|  | RL.K.5  | RL.1.5   | RL.2.5  |
|--|---|--|---|
|  | Recognize common structures of poems, stories and dramas. | Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. | Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. |

### MULTIDIMENSIONALITY - RL.1.5

|  |   |  |  |
|--|---|--|--|
|  | <i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b><br><i>Recognize major differences between the STRUCTURES OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</i> |  |  |
|--|---|--|--|

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## GUIDING PRINCIPLE FOR READING LITERATURE



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

### PROGRESSION

|  | RL.K.6   | RL.1.6   | RL.2.6  |
|--|--|--|---|
|  | With prompting and support, identify the author and illustrator of a story and explain how each tells the story. | With prompting and support, identify who is telling the story at various points in a text. | With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. |

### MULTIDIMENSIONALITY - RL.1.6

|  |   |  |  |
|--|---|--|--|
|  | <i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b><br>With prompting and support, <i>identify WHO IS TELLING THE STORY at various points in a text.</i> |  |  |
|--|---|--|--|

## GUIDING PRINCIPLE FOR READING LITERATURE



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

### PROGRESSION

|  | RL.K.7  | RL.1.7  | RL.2.7   |
|--|---|---|--|
|  | With prompting and support, describe the relationship between illustrations and the story in which they appear. | Use a story's illustrations and details to describe its characters, setting and events. | Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot. |

### MULTIDIMENSIONALITY - RL.1.7

|  |  |
|--|--|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p><i>Use a story's illustrations and details to describe its</i> <b>CHARACTERS, SETTING AND EVENTS.</b></p> |
|--|--|

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## GUIDING PRINCIPLE FOR READING LITERATURE



8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

### PROGRESSION

|  | RL.K.8                         | RL.1.8                         | RL.2.8                         |
|--|--------------------------------|--------------------------------|--------------------------------|
|  | (Not applicable to literature) | (Not applicable to literature) | (Not applicable to literature) |

### MULTIDIMENSIONALITY - RL.1.7

|  |   |
|--|---|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>(Not applicable to literature)</p> |
|--|---|

## GUIDING PRINCIPLE FOR READING LITERATURE



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### PROGRESSION

|  | RL.K.9  | RL.1.9  | RL.2.9   |
|--|---|---|--|
|  | With prompting and support, compare/contrast the adventures and experiences of characters in stories. | Compare/contrast the adventures and experiences of characters in stories. | Compare/contrast two or more versions of the same story by different authors or from different cultures. |

### MULTIDIMENSIONALITY - RL.1.9



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**  
**Compare/contrast** *the adventures and experiences* of **CHARACTERS** in stories.

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## GUIDING PRINCIPLE FOR READING LITERATURE



10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

### PROGRESSION

|  | RL.K.10  | RL.1.10  | RL.2.10  |
|--|--|--|--|
|  | With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. | With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |

### MULTIDIMENSIONALITY - RL.1.10



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**  
 With prompting and support, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance*) **to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.**



## Reading Standards for Informational Text - Grade 1

## Interdisciplinary Literacy Practices

### Key Ideas and Details

[RI.1.1](#)

With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.

[RI.1.2](#)

With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

[RI.1.3](#)

With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

### Craft and Structure

[RI.1.4](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.

[RI.1.5](#)

Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

[RI.1.6](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

[RI.1.7](#)

Use the visuals and details in a text to describe its key ideas.

[RI.1.8](#)

Identify the claim and the reasons an author gives to support the claim in a text.

[RI.1.9](#)

Identify information from two or more texts on similar themes or topics.

### Range of Reading and Level of Text Complexity

[RI.1.10](#)

With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

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**9**

Apply high level cognitive processes to think deeply and critically about text.

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## GUIDING PRINCIPLE FOR READING LITERATURE



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

### PROGRESSION

|  | RI.K.1   | RI.1.1  | RI.2.1  |
|--|--|---|---|
|  | With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text. | With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text. | Ask and answer such questions as who, what, where, when, why, and how and make and support logical inferences to construct meaning from the text. |

### MULTIDIMENSIONALITY - RI.1.1



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**  
With prompting and support, *ask and answer explicit questions* about **KEY CONCEPTS AND DETAILS**, and **make and support logical inferences to construct meaning** from the text.

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## GUIDING PRINCIPLE FOR READING LITERATURE



2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

### PROGRESSIONS

|  | RI.K.2  | RI.1.2   | RI.2.2   |
|--|---|--|--|
|  | With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text. | With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text. | Identify implicit and explicit information from a summary to determine the central idea of a text. |

### MULTIDIMENSIONALITY - RI.1.2



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**  
With prompting and support, *recognize KEY DETAILS from a summary* to **demonstrate understanding of the CENTRAL IDEA** of a text.

## GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

### PROGRESSION

|  | RI.K.3  | RI.1.3   | RI.2.3   |
|--|---|--|--|
|  | With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text. | With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text. | Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. |

### MULTIDIMENSIONALITY - RI.1.3

|  |  |  |  |
|--|--|--|--|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>With prompting and support, <i>identify the connection between</i> <b>INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION</b> <i>over the course of a text.</i></p> |  |  |
|--|--|--|--|

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4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

### PROGRESSION

|  | RI.K.4  | RI.1.4  | RI.2.4   |
|--|---|---|--|
|  | With prompting and support, ask and answer questions about unknown words in a text. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text. | Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. |

### MULTIDIMENSIONALITY - RI.1.4

|  |  |  |  |
|--|--|--|--|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p><i>Ask and answer questions to help determine or clarify the meaning of words and phrases</i> in a <b>GRADE-LEVEL TEXT</b>.</p> |  |  |
|--|--|--|--|

## GUIDING PRINCIPLE FOR READING LITERATURE



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

### PROGRESSION



#### RI.K.5

Identify the front cover, back cover and title page of a book.

#### RI.1.5

Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

#### RI.2.5

Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

### MULTIDIMENSIONALITY - RI.1.5



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*Know and use various* **TEXT FEATURES**, including but not limited to **HEADINGS, TABLES OF CONTENTS, GLOSSARIES, CAPTIONS, BOLD PRINT, SUBHEADINGS, INDEXES, ELECTRONIC MENUS AND ICONS** *to locate key facts or information* in a text.

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## GUIDING PRINCIPLE FOR READING LITERATURE



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

### PROGRESSION



#### RI.K.6

With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.

### MULTIDIMENSIONALITY - RI.1.6



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**  
*Distinguish between* **INFORMATION PROVIDED BY PICTURES or other illustrations and INFORMATION PROVIDED BY THE WORDS** *in a text*.

## GUIDING PRINCIPLE FOR READING LITERATURE



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

### PROGRESSION

|  | RI.K.7  | RI.1.7   | RI.2.7   |
|--|---|--|--|
|  | With prompting and support, describe the relationship between visuals and the text. | Use the visuals and details in a text to describe its key ideas. | Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. |

### MULTIDIMENSIONALITY - RI.1.7



*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**

*Use the visuals and details in a text to describe its KEY IDEAS.*

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

## GUIDING PRINCIPLE FOR READING LITERATURE



8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

### PROGRESSION

|  | RI.K.8  | RI.1.8   | RI.2.8   |
|--|---|--|--|
|  | With prompting and support, identify the claim and the reasons an author gives to support claims in a text. | Identify the claim and the reasons an author gives to support the claim in a text. | Describe how reasons support specific claims the author makes in a text. |

### MULTIDIMENSIONALITY - RI.1.8



*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**

*Identify the CLAIM and the REASONS an author gives to support the CLAIM in a text.*

## GUIDING PRINCIPLE FOR READING LITERATURE



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### PROGRESSION

|  | RI.K.9   | RI.1.9   | RI.2.9   |
|--|--|--|--|
|  | With prompting and support, identify information from two or more texts on similar themes or topics. | Identify information from two or more texts on similar themes or topics. | Describe the relationship between information from two or more texts on the same theme or topic. |

### MULTIDIMENSIONALITY - RI.1.9



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

*Identify information* from **TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.**

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

## GUIDING PRINCIPLE FOR READING LITERATURE



10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

### PROGRESSION

|  | RI.K.10   | RI.1.10   | RI.2.10   |
|--|---|---|---|
|  | With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. | With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |

### MULTIDIMENSIONALITY - RI.1.10



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With prompting and support, **flexibly use a variety of comprehension strategies** (i.e., *questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance*) **to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.**

# Handwriting - Grade 1

## NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

**HW.  
1.1**

Legibly print all upper- and lowercase letters and numerals with correct form.

## PROGRESSION

**HW.K.1**

Print all upper and lowercase letters and numerals.

**HW.1.1**

Legibly print all upper- and lowercase letters and numerals with correct form.

**HW.2.1**

Introduce formation of all upper- and lowercase cursive letters.

## Interdisciplinary Literacy Practices

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

## Composition – Grade 1

## Interdisciplinary Literacy Practices

### TEXT TYPES AND PURPOSE

#### C.1.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### C.1.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**



## Composition – Grade 1

## Interdisciplinary Literacy Practices

### TEXT TYPES AND PURPOSE

**C.1.3**

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event or multiple events, memories or ideas.
- Include details which describe actions, thoughts, emotions.
- Use temporal words and phrases to signal event order.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

### PRODUCTION AND DISTRIBUTION

**C.1.4**

With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

**C.1.5**

With guidance and support, participate in shared research and writing projects.

**C.1.6**

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

### RANGE OF WRITING

**C.1.7**

(Begins in grade 3)

**1**

Recognize that text is anything that communicates a message.

**2**

Employ, develop and refine schema to understand and create text.

**3**

View literacy experiences as transactional, interdisciplinary and transformational.

**4**

Utilize receptive and expressive language arts to better understand self, others and the world.

**5**

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

**6**

Collaborate with others to create new meaning.

**7**

Utilize digital resources to learn and share with others.

**8**

Engage in specialized, discipline-specific literacy practices.

**9**

Apply high level cognitive processes to think deeply and critically about text.

**10**

Develop a literacy identity that promotes lifelong learning.

**HOME**

## GUIDING PRINCIPLE FOR COMPOSITION



1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### PROGRESSION

#### C.K.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Provide reasons with details to support the opinion.

#### C.1.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Provide reasons with details to support the opinion.

#### C.2.1

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic, followed by opinion statement and create an organizational structure.
- Provide reasons with details to support the opinion.

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

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Utilize digital resources to learn and share with others.

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Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

| PROGRESSION  |   |   |   | Interdisciplinary<br>Literacy Practices |   |
|--|---|---|---|---|---|
|  | C.K.1   | C.1.1   | C.2.1   |   |   |
|  | d. Use grade-appropriate transitions.   | d. Use grade-appropriate transitions.   | d. Use grade-appropriate transitions.   | 1                                       | Recognize that text is anything that communicates a message.  |
|  | e. Provide a concluding idea.   | e. Provide a concluding section.  | e. Provide a concluding section.  | 2                                       | Employ, develop and refine schema to understand and create text.                                    |
|  | f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | 3                                       | View literacy experiences as transactional, interdisciplinary and transformational.                 |
|  |   |   |   | 4                                       | Utilize receptive and expressive language arts to better understand self, others and the world.     |
|  |   |   |   | 5                                       | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
|  |   |   |   | 6                                       | Collaborate with others to create new meaning.  |
|  |   |   |   | 7                                       | Utilize digital resources to learn and share with others.   |
|  |   |   |   | 8                                       | Engage in specialized, discipline-specific literacy practices.                                      |
|  |   |   |   | 9                                       | Apply high level cognitive processes to think deeply and critically about text.                     |
|  |   |   |   | 10                                      | Develop a literacy identity that promotes lifelong learning.  |
|  |   |   |   | <b>HOME</b>                             |   |

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

**Compose** **OPINION PIECES**, using a combination of drawing, dictating, writing and digital resources, *to state the topic and an opinion*.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed**.
- b. *Introduce the topic*.
- c. **Provide reasons with details to support the opinion**.
- d. *Use grade-appropriate* **TRANSITIONS**.
- e. **Provide a concluding idea**.
- f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing**.

## GUIDING PRINCIPLE FOR COMPOSITION



2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

### PROGRESSION

#### C.K.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

#### C.1.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

#### C.2.2

Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

| PROGRESSION  |   |   |   | Interdisciplinary Literacy Practices |   |
|--|---|---|---|--------------------------------------|---|
|  | C.K.2   | C.1.2   | C.2.2   |                                      |   |
|  | a. Supply information to develop the topic.   | c. Supply information with detail to develop the topic.   | c. Supply information with detail to develop the topic.   | 1                                    | Recognize that text is anything that communicates a message.  |
|  | b. Use grade-appropriate conjunctions to develop text structure within sentences.   | d. Use grade-appropriate conjunctions to develop text structure within sentences.   | d. Use grade-appropriate conjunctions to develop text structure within sentences.   | 2                                    | Employ, develop and refine schema to understand and create text.                                    |
|  | c. Use grade-appropriate transitions to develop text structure across paragraphs.   | e. Use grade-appropriate transitions to develop text structure across paragraphs.   | e. Use grade-appropriate transitions to develop text structure across paragraphs.   | 3                                    | View literacy experiences as transactional, interdisciplinary and transformational.                 |
|  | d. Provide a concluding idea.   | f. Provide a concluding section.  | f. Provide a concluding section.  | 4                                    | Utilize receptive and expressive language arts to better understand self, others and the world.     |
|  | e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | 5                                    | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
|  |   |   |   | 6                                    | Collaborate with others to create new meaning.  |
|  |   |   |   | 7                                    | Utilize digital resources to learn and share with others.   |
|  |   |   |   | 8                                    | Engage in specialized, discipline-specific literacy practices.                                      |
|  |   |   |   | 9                                    | Apply high level cognitive processes to think deeply and critically about text.                     |
|  |   |   |   | 10                                   | Develop a literacy identity that promotes lifelong learning.  |
|  |   |   |   | <b>HOME</b>                          |   |



**Compose** **INFORMATIVE AND/OR EXPLANATORY TEXTS**, using a combination of drawing, dictating, writing and digital resources, *to establish a topic and provide information about the topic.*

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**
- b. *Introduce the topic.*
- c. **Supply** *information with detail to develop the topic.*
- d. *Use grade-appropriate* **CONJUNCTIONS** *to develop text structure within sentences.*
- e. *Use grade-appropriate* **TRANSITIONS** *to develop text structure across paragraphs.*
- f. **Provide a concluding section.**
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

## Interdisciplinary Literacy Practices

|           |   |
|-----------|---|
| <b>1</b>  | Recognize that text is anything that communicates a message.  |
| <b>2</b>  | Employ, develop and refine schema to understand and create text.                                    |
| <b>3</b>  | View literacy experiences as transactional, interdisciplinary and transformational.                 |
| <b>4</b>  | Utilize receptive and expressive language arts to better understand self, others and the world.     |
| <b>5</b>  | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| <b>6</b>  | Collaborate with others to create new meaning.  |
| <b>7</b>  | Utilize digital resources to learn and share with others.   |
| <b>8</b>  | Engage in specialized, discipline-specific literacy practices.                                      |
| <b>9</b>  | Apply high level cognitive processes to think deeply and critically about text.                     |
| <b>10</b> | Develop a literacy identity that promotes lifelong learning.  |

**HOME**



# GUIDING PRINCIPLE FOR COMPOSITION



3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

## PROGRESSION

### C.K.3

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

b. Recount a single event.

### C.1.3

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

b. Recount a single event or multiple events, memories or ideas.

### C.2.3

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

b. Recount a single event or multiple events, memories or ideas.

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

**HOME**

| PROGRESSION  |   |   |   | Interdisciplinary<br>Literacy Practices |   |
|--|---|---|---|---|---|
|  | C.K.3   | C.1.3   | C.2.3   |   |   |
|  | c. Include details which describe actions, thoughts, emotions.  | c. Include details which describe actions, thoughts, emotions.  | c. Include details which describe actions, thoughts, emotions.  | 1                                       | Recognize that text is anything that communicates a message.  |
|  |   | d. Use temporal words and phrases to signal event order.  | d. Use temporal words and phrases to signal event order.  | 2                                       | Employ, develop and refine schema to understand and create text.                                    |
|  | d. Create a sense of closure.   | e. Create a sense of closure.   | e. Create a sense of closure.   | 3                                       | View literacy experiences as transactional, interdisciplinary and transformational.                 |
|  | e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | 4                                       | Utilize receptive and expressive language arts to better understand self, others and the world.     |
|  |   |   |   | 5                                       | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
|  |   |   |   | 6                                       | Collaborate with others to create new meaning.  |
|  |   |   |   | 7                                       | Utilize digital resources to learn and share with others.   |
|  |   |   |   | 8                                       | Engage in specialized, discipline-specific literacy practices.                                      |
|  |   |   |   | 9                                       | Apply high level cognitive processes to think deeply and critically about text.                     |
|  |   |   |   | 10                                      | Develop a literacy identity that promotes lifelong learning.  |
|  |   |   |   | <b>HOME</b>                             |   |



**Compose NARRATIVES**, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.**

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, **produce writing in which the development and organization are appropriate to task and purpose.**
- b. *Recount a single event or multiple events, memories or ideas.*
- c. *Include details which describe actions, thoughts, emotions.*
- d. *Use temporal words and phrases to signal event order.*
- e. **Create a sense of closure.**
- f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9


Apply high level cognitive processes to think deeply and critically about text.

10


Develop a literacy identity that promotes lifelong learning.

**HOME**


## GUIDING PRINCIPLE FOR COMPOSITION

 4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.


### PROGRESSION

|  | C.K.4  | C.1.4  | C.2.4  |
|--|--|--|--|
|  | With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. | With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. | With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. |


### MULTIDIMENSIONALITY - C.1.4

|  |   |
|--|---|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>With guidance and support from adults, <i>use a</i> <b>VARIETY OF DIGITAL RESOURCES</b> to create and publish products, including in collaboration with peers.</p> |
|--|---|


## GUIDING PRINCIPLE FOR COMPOSITION

 5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### PROGRESSION

|  | C.K.5   | C.1.5   | C.2.5   |
|--|---|---|---|
|  | With guidance and support, participate in shared research and writing projects. | With guidance and support, participate in shared research and writing projects. | Conduct shared research and writing projects that build knowledge about a topic |

### MULTIDIMENSIONALITY - C.1.5

|  |  |
|--|--|
|  | <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>With guidance and support, <b>participate in shared</b> <b>RESEARCH</b> and writing projects.</p> |
|--|--|

## Interdisciplinary Literacy Practices

- 1 Recognize that text is anything that communicates a message.
- 2 Employ, develop and refine schema to understand and create text.
- 3 View literacy experiences as transactional, interdisciplinary and transformational.
- 4 Utilize receptive and expressive language arts to better understand self, others and the world.
- 5 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- 6 Collaborate with others to create new meaning.
- 7 Utilize digital resources to learn and share with others.
- 8 Engage in specialized, discipline-specific literacy practices.
- 9 Apply high level cognitive processes to think deeply and critically about text.
- 10 Develop a literacy identity that promotes lifelong learning.

**HOME**

## GUIDING PRINCIPLE FOR COMPOSITION



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and re-search while avoiding plagiarism.

### PROGRESSION



#### C.K.6

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

#### C.1.6

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

#### C.2.6

Collect information from real-world experiences or provided sources to answer or generate questions.

### MULTIDIMENSIONALITY - C.1.6



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With guidance and support, *collect information from real-world experiences or provided sources* **to answer or generate questions.**

## GUIDING PRINCIPLE FOR COMPOSITION



7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

### PROGRESSION



#### C.K.7

(Begins in grade 3)

#### C.1.7

(Begins in grade 3)

#### C.2.7

(Begins in grade 3)

### MULTIDIMENSIONALITY - C.1.7



*Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

(Begins in grade 3)

## Interdisciplinary Literacy Practices

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**HOME**

## Language – Grade 1

## Interdisciplinary Literacy Practices

### CONVENTIONS OF STANDARD ENGLISH

**L.1.1**

When writing or speaking, demonstrate appropriate use of:

- common, proper and possessive nouns in a sentence.
- singular and plural nouns with matching verbs in basic sentences.
- personal, possessive and indefinite pronouns in a sentence.
- verbs to convey a sense of past, present and future in a sentence.
- frequently occurring adjectives in a sentence.
- frequently occurring conjunctions in a sentence.
- frequently occurring prepositions in a sentence.
- declarative, interrogative, imperative and exclamatory sentences in response to prompts.

**L.1.2**

When writing:

- Capitalize proper nouns, including but not limited to dates and names of people.
- Demonstrate appropriate use of end punctuation.
- With prompting and support, produce and write 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.

### KNOWLEDGE OF LANGUAGE

**L.1.3**

(Begins in grade 2)

### VOCABULARY ACQUISITION AND USE

**L.1.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify common affixes and how they change the meaning of a word.
- With guidance and support, identify frequently occurring root words and their inflectional forms.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

**L.1.5**

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Demonstrate understanding of words by relating them to their synonyms and antonyms.
- Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

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**8**

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**9**

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**10**

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**HOME**

## GUIDING PRINCIPLE FOR LANGUAGE



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

### PROGRESSION

| L.K.1   | L.1.1   | L.2.1   |
|---|---|---|
| <p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> <li>a. common nouns and verbs.</li> <li>b. regular plural nouns by adding /s/ or /es/.</li> <li>c. interrogative sentences using who, what, where, when, why and how.</li> <li>d. sentences using common prepositions.</li> <li>e. complete sentences.</li> </ul> | <p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul> | <p>In writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> <li>a. collective nouns.</li> <li>b. frequently occurring irregular nouns.</li> <li>c. reflexive pronouns.</li> <li>d. past tense of frequently occurring irregular verbs.</li> <li>e. adjectives and adverbs in sentence formation.</li> <li>f. producing, expanding, and rearranging complete simple and compound sentences.</li> </ul> |

### MULTIDIMENSIONALITY - L.1.1

*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**

**When writing or speaking, demonstrate appropriate use of:**

- a. **COMMON, PROPER AND POSSESSIVE NOUNS** in a sentence.
- b. **SINGULAR AND PLURAL NOUNS WITH MATCHING VERBS** in basic sentences.
- c. **PERSONAL, POSSESSIVE AND INDEFINITE PRONOUNS** in a sentence.
- d. **VERBS TO CONVEY A SENSE OF PAST, PRESENT AND FUTURE** in a sentence.
- e. **FREQUENTLY OCCURRING ADJECTIVES** in a sentence.
- f. **FREQUENTLY OCCURRING CONJUNCTIONS** in a sentence.
- g. **FREQUENTLY OCCURRING PREPOSITIONS** in a sentence.
- h. **DECLARATIVE, INTERROGATIVE, IMPERATIVE AND EXCLAMATORY SENTENCES** in response to prompts.

## Interdisciplinary Literacy Practices

|             |   |
|-------------|---|
| 1           | Recognize that text is anything that communicates a message.  |
| 2           | Employ, develop and refine schema to understand and create text.                                    |
| 3           | View literacy experiences as transactional, interdisciplinary and transformational.                 |
| 4           | Utilize receptive and expressive language arts to better understand self, others and the world.     |
| 5           | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| 6           | Collaborate with others to create new meaning.  |
| 7           | Utilize digital resources to learn and share with others.   |
| 8           | Engage in specialized, discipline-specific literacy practices.                                      |
| 9           | Apply high level cognitive processes to think deeply and critically about text.                     |
| 10          | Develop a literacy identity that promotes lifelong learning.  |
| <b>HOME</b> |   |



## GUIDING PRINCIPLE FOR LANGUAGE



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

### PROGRESSION

| L.K.2  | L.1.2   | L.2.2   |
|--|---|---|
| <p>When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul> | <p>When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> | <p>When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> |

### MULTIDIMENSIONALITY - L.1.2

*Green (italic) = Comprehension*   **Purple (bold) = Analysis**   **MAROON (CAPS) = CONTENT**

**When writing:**

- a. *Capitalize* **PROPER NOUNS**, including but not limited to **DATES AND NAMES OF PEOPLE**.
- b. *Demonstrate appropriate use of* **END PUNCTUATION**.
- c. With prompting and support, *produce and write* **COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SERIES**.
- d. *Use conventional spelling for words with* **COMMON SPELLING PATTERNS** and *for* **FREQUENTLY OCCURRING IRREGULAR WORDS**.
- e. *Spell untaught words phonetically, drawing on* **PHONEMIC AWARENESS AND SPELLING CONVENTIONS**.

## Interdisciplinary Literacy Practices

|             |   |
|-------------|---|
| 1           | Recognize that text is anything that communicates a message.  |
| 2           | Employ, develop and refine schema to understand and create text.                                    |
| 3           | View literacy experiences as transactional, interdisciplinary and transformational.                 |
| 4           | Utilize receptive and expressive language arts to better understand self, others and the world.     |
| 5           | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| 6           | Collaborate with others to create new meaning.  |
| 7           | Utilize digital resources to learn and share with others.   |
| 8           | Engage in specialized, discipline-specific literacy practices.                                      |
| 9           | Apply high level cognitive processes to think deeply and critically about text.                     |
| 10          | Develop a literacy identity that promotes lifelong learning.  |
| <b>HOME</b> |   |

## GUIDING PRINCIPLE FOR LANGUAGE



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### PROGRESSION

#### L.K.3

(Begins in grade 2)

#### L.1.3

(Begins in grade 2)

#### L.2.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Compare formal and informal uses of English.

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**HOME**

### MULTIDIMENSIONALITY - L.1.3

Green (*italic*) = Comprehension    Purple (**bold**) = Analysis    MAROON (CAPS) = CONTENT

(Begins in grade 2)



## GUIDING PRINCIPLE FOR LANGUAGE



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

### PROGRESSION

#### L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify homophones.
- Identify common affixes and how they change the meaning of a word.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify common affixes and how they change the meaning of a word.
- With guidance and support, identify frequently occurring root words and their inflectional forms.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

#### L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Use knowledge of the meaning of individual words to predict the meaning of compound words.
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

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**HOME**



*Determine or clarify the meaning of unknown and multiple-meaning words and phrases* based on grade 1 reading and content, **choosing flexibly from an array of strategies**.

- a. **Use SENTENCE-LEVEL CONTEXT** as a clue to the meaning of a word or phrase.
- b. *Identify COMMON AFFIXES and how they change the meaning of a word.*
- c. With guidance and support, *identify frequently occurring ROOT WORDS and their inflectional forms.*
- d. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring CONJUNCTIONS to signal simple relationships.**

## Interdisciplinary Literacy Practices

|           |   |
|-----------|---|
| <b>1</b>  | Recognize that text is anything that communicates a message.  |
| <b>2</b>  | Employ, develop and refine schema to understand and create text.                                    |
| <b>3</b>  | View literacy experiences as transactional, interdisciplinary and transformational.                 |
| <b>4</b>  | Utilize receptive and expressive language arts to better understand self, others and the world.     |
| <b>5</b>  | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
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| <b>7</b>  | Utilize digital resources to learn and share with others.   |
| <b>8</b>  | Engage in specialized, discipline-specific literacy practices.                                      |
| <b>9</b>  | Apply high level cognitive processes to think deeply and critically about text.                     |
| <b>10</b> | Develop a literacy identity that promotes lifelong learning.  |

**HOME**

# GUIDING PRINCIPLE FOR LANGUAGE



5. Students will demonstrate understanding of word relationships and nuances in word meanings.

# Interdisciplinary Literacy Practices

## PROGRESSION

| L.K.5  | L.1.5  | L.2.5  |
|--|--|--|
| With guidance and support from adults, explore word relationships and nuances in word meanings.  | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   | Demonstrate understanding of word relationships and nuances in word meanings.  |
| a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>b. Demonstrate an understanding of verbs and adjectives and their antonyms.<br>c. Demonstrate an understanding of verbs and adjectives and their synonyms. | a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).<br>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.<br>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic). | a. Demonstrate understanding of words by relating them to their synonyms and antonyms.<br>b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender). |

## MULTIDIMENSIONALITY - L.1.5

|   |
|---|
| <p><i>Green (italic) = Comprehension</i>   <b>Purple (bold) = Analysis</b>   <b>MAROON (CAPS) = CONTENT</b></p> <p>With guidance and support from adults, <b>demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. <b>Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</b></p> <p>b. <b>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</b></p> <p>c. <b>Demonstrate understanding of words by relating them to their</b> <b>SYNONYMS</b> <b>and</b> <b>ANTONYMS.</b></p> <p>d. <i>Define or act out</i> <b>the shades of meaning among verbs</b> (e.g., look, peek, glance) <b>and adjectives differing in intensity</b> (e.g., large, gigantic).</p> |
|---|

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