

GRADE ONE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING FOUNDATIONS				
Print Concepts	<p>1.RF.1: Demonstrate understanding of the organization and basic features of print.</p> <p>1.RF.1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> Identify features of a sentence 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use the distinguishing features of a sentence
	<p>1.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1.RF.2a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>1.RF.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> Recognize long vowel sounds Recognize short vowel sounds Recognize single-syllable word phonemes Recognize consonant blend 	<ul style="list-style-type: none"> Distinguish between long and short vowels single-syllable words Isolate initial, medial, and final sounds in single-syllable words 	<ul style="list-style-type: none"> Produce single-syllable words by blending sounds (phonemes) Produce single-syllable words by consonant blends Pronounce initial sounds in single-syllable words Pronounce medial sounds in single-syllable words Pronounce final sounds in single-syllable words Segment spoken single-syllable words into their complete sequence of individual sounds.
	<p>1.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.3a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>1.RF.3b. Decode regularly spelled one-syllable words.</p> <p>1.RF.3c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>1.RF.3e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>1.RF.3f. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.RF.3g. Read words with inflectional endings.</p> <p>1.RF.3h. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> Know grade-level phonics and word analysis skills in decoding words Recognize common consonant digraphs Know the sound produced by that consonant digraph Decode regularly spelled one-syllable words Know the rules for final -e and vowel teams that form long vowel sounds Know that words have syllables Identify that each syllable contains a vowel Identify the number of syllables in printed words Determine the syllable parts of a two-syllable word Know basic patterns to break words into syllables Read two-syllable words by using decoding and/or syllabication skills Recognize words with inflectional endings Recognize grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> Apply grade-level phonics and word analysis in decoding words Distinguish between words with spelling patterns and irregularly spelled words Distinguish between inflectional endings and words that may contain those same letters as common inflectional endings 	<ul style="list-style-type: none"> Read irregularly spelled sight words appropriate to grade level Read words with inflectional endings

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COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING FOUNDATIONS				
FLUENCY	<p>1.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.RF.4a. Read on-level text with purpose and understanding.</p> <p>1.RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ul style="list-style-type: none"> • Identify and understand foundational reading skills • Identify textual purpose with understanding • Identify oral reading with accuracy, appropriate rate, and expression on successive readings • Identify rereading as a strategy when confirming or self-correcting words • Understand how context can help to confirm or self-correct word recognition 	<ul style="list-style-type: none"> • Apply foundational reading skills • Determine the purpose for reading on-level text • Apply reading strategies for accuracy, rate, and expression • Confirm or self-correct word recognition • Confirm or self-correct word understanding 	<ul style="list-style-type: none"> • Read on-level text fluently and accurately • Read at the appropriate rate • Read with expression
	Instructional Level Expectations			
	Independent Reading Level			
	End of Grade (Level)			
	Oral Reading Rate (WPM)			

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COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING INFORMATION				
KEY IDEAS & DETAILS	1.RI1: Ask and answer questions about key details in a text	<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how) 	<ul style="list-style-type: none"> • Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. 	<ul style="list-style-type: none"> • Identify key details in an informational text • Ask questions about the key details in an informational text • Answer questions about the key details in an informational text • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text
	1.RI2: Identify the main topic and retell key details of a text	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Difference between the main topic and key details • Main topic • How to retell/restate details 	<ul style="list-style-type: none"> • Authors of informational text(s) include key details in order to help readers make meaning of the text. • Good readers use key details in an informational text to identify the main topic. 	<ul style="list-style-type: none"> • Identify and retell key details in an informational text • Identify the main topic of an informational text • Describe or graphically represent the relationship between main topic and key details
	1.RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to describe • Key features of such as author and title • Key ideas/concepts, individuals, and events 	<ul style="list-style-type: none"> • Authors connect individuals, events, and ideas to help readers understand informational texts. • Good readers make connections between individuals, events, ideas or pieces of information in order to better understand informational texts 	<ul style="list-style-type: none"> • Describe the connection / relationship between the details within an informational text • Describe the connection between 2 pieces of information • Identify the individuals, events and key ideas/concepts in informational texts • Describe(or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship) • Identify text features such as author and title in informational texts • Recognize that informational texts have a structure

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READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	<p>1.RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> • Informational text • Questions • Answers • Picture/graphic clues • Words • Context clues 	<ul style="list-style-type: none"> • Authors make purposeful language choices to create meaning in informational text(s). • Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning. 	<ul style="list-style-type: none"> • Identify unknown words or words needing clarification • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Identify figurative language
	<p>1.RI.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) • Characteristics of key facts 	<ul style="list-style-type: none"> • Authors include text features to help the reader understand the text. • Good readers use text features to locate key facts or information in a text. 	<ul style="list-style-type: none"> • Identify key facts • Determine how to use different text features • Use various text features to locate key facts or information in a text • Identify the heading, table of contents, glossaries, electronic menus, and icons • Know and use various text to locate key facts or information in a text
	<p>1.RI.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Differences between pictures/illustrations and words in an informational text • Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text 	<ul style="list-style-type: none"> • An author's purpose affects the choice of words and pictures presented to the reader. • Good readers understand that the words and pictures in a text both convey ideas or information. 	<ul style="list-style-type: none"> • Identify pictures, illustrations, and words • Identify information from pictures, illustrations, and words • Identify whether information is provided in pictures, illustrations, and words • Tell the difference between information from pictures/illustrations and information from words in a text • Recognize the author's purpose (to inform, to persuade, to explain how, to entertain) for writing a text • Find information provided by pictures/illustrations in a text • Find information provided by words in a text

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READING INFORMATION				
INTEGRATION OF KNOWLEDGE & IDEAS	1.RI.7: Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> • Key ideas • Text details • Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps) 	<ul style="list-style-type: none"> • Authors use illustrations and details in a text to present their key ideas. • Good readers use the illustrations and details available in a text to enhance their understanding of an informational text(s). 	<ul style="list-style-type: none"> • Identify and describe key details that relate to the illustrations • Describe the relationship between illustrations and the text in which they appear • Identify the key idea(s) of the text • Use information from illustrations and details from the text to describe its key ideas
	1.RI.8: Identify the reasons an author gives to support points in a text.			<ul style="list-style-type: none"> • Identify the reasons an author gives to support arguments or facts • Discern details which support (serve as evidence) as compared to details which do not • Identify the reasons an author gives to support points in a text.
	1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			<ul style="list-style-type: none"> • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
READING RANGE	1.RI.10: With prompting and support, read informational texts appropriately complex for grade 1.		<ul style="list-style-type: none"> • Comprehend key ideas, themes, and details independently • Comprehend craft and structure independently 	<ul style="list-style-type: none"> • With prompting and support, read informational texts appropriately complex for grade 1. • Demonstrate comprehension

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READING LITERATURE				
KEY IDEAS & DETAILS	<p>1.RL.1: Ask and answer questions about key details in a text</p>	<ul style="list-style-type: none"> • Texts • Questions • Answers • Key Details • Predictions • Inferences • Background knowledge • 5W's + H questions (who, what, where, when, why, and how) 	<ul style="list-style-type: none"> • Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. 	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge and information from the text to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text
	<p>1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> • Differences between central message and lesson • Differences between key ideas and details in a story • Characteristics of an effective retelling/recounting. Methods for demonstrating understanding of story message or lesson. 	<ul style="list-style-type: none"> • Authors of literary texts include details that help readers make sense of stories. • Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details. 	<ul style="list-style-type: none"> • Recognize key details in a story Recount/retell (or graphically represent) key details from literary texts Recognize that key details show a central message, lesson or moral Demonstrate (e.g., visual, auditory, tactile, kinesthetic) understanding of central message or lesson Retell stories, including key details, and demonstrate understanding of their central message or lesson
	<p>1.RL.3: Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"> • Literary texts • Major events in a story • Important/supporting key details • Story & Play elements • Plot (e.g., major events) • Beginning, middle and end • Problem/Solution • Character • Setting (e.g., time, place) • How to describe 	<ul style="list-style-type: none"> • Authors choose key details to describe characters, setting, and events that will help readers understand stories. • Good readers identify characters, settings and major events in a story in order to understand literary text(s). 	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Describe or graphically represent characters, setting and major events in a story or play • Use key details to support descriptions of characters, setting and major events • Describe characters, settings, and major events in a story, using key details

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READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	<p>1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> Literary text How to identify: <ul style="list-style-type: none"> Picture clues Words and phrases Word choice Context clues Literal and non-literal meaning Simple figurative language (e.g., simile, metaphor) Simple literary devices (e.g., alliteration, repetition, rhythm, rhyme) Feeling words Sensory words 	<ul style="list-style-type: none"> Authors make purposeful language choices to create meaning in stories, poems, and songs. Good readers actively seek the meaning of unknown words/phrases to clarify understanding of stories, poems, and songs. 	<ul style="list-style-type: none"> Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Recognize words and phrases that have literal and non-literal meanings Identify figurative language and literary devices Identify words and phrases in stories, poems, and songs that suggest feelings or appeal to the senses
	<p>1.RL.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<ul style="list-style-type: none"> Literary text How to explain Types of text (e.g., informational/non-fiction, literary/fiction, fantasy, fable) Same (compare) Different (contrast) 	<ul style="list-style-type: none"> Authors write various types of texts; some texts tell stories and others provide information to the reader. Good readers understand that some texts are written to give information. Good readers understand that some texts are written to tell a story. 	<ul style="list-style-type: none"> Identify stories Identify informational texts Explain the major differences between books that tell stories and books that give information
	<p>1.RL.6: Identify who is telling the story at various points in a text.</p>	<ul style="list-style-type: none"> Literary text(s) Story How to identify Who is telling the story/point of view Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text Narrator/Speaker 	<ul style="list-style-type: none"> An author's purpose for writing a piece of text affects what he/she writes (including who is telling the story/point of view). Good readers know that the speaker in a story affects how the story is told. Good readers know that the narrator or speaker in a story sometimes changes. 	<ul style="list-style-type: none"> Recognize the author's purpose for writing a text Recognize when the narrator/speaker of the story changes Identify who is telling a story at various points in the text

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READING LITERATURE				
INTEGRATION OF KNOWLEDGE & IDEAS	1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> • How to describe • Illustrations (e.g., photos, pictures, drawings) • Story details (e.g., character, setting, events) 	<ul style="list-style-type: none"> • Authors use illustrations and details in a text to tell a story. • Good readers use illustrations/pictures to enhance their understanding of a story. 	<ul style="list-style-type: none"> • Identify important story details • Identify information obtained from illustrations • Describe the relationship between illustrations and the story in which they appear • Use illustrations and details in a story to describe its characters, setting, or events
	1.RL.9: Compare and contrast the adventures and experiences of characters in stories	<ul style="list-style-type: none"> • Compare • Contrast • Characters • Stories • Plot (e.g., main events, main problem/solution) • Adventures and experiences 	<ul style="list-style-type: none"> • Authors develop their stories with the adventures and experiences of characters. • Good readers understand stories by learning about characters' adventures and experiences. 	<ul style="list-style-type: none"> • Identify the characters within and between texts • Identify the plots (including adventures and experiences) within and between texts • Compare and contrast the adventures and experiences of characters in stories
READING RANGE	1.RL.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.			<ul style="list-style-type: none"> • With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
SPEAKING & LISTENING				
COMPREHENSION & COLLABORATION	<p>1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>1.SL.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.SL.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1.SL.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> Identify key ideas from grade 1 topics and texts Identify agreed-upon rules for discussion Recognize how others listen Recognize how others ask questions on topic Recognize how others move conversations along 	<ul style="list-style-type: none"> Determine comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed 	<ul style="list-style-type: none"> Participate in conversations about grade 1 topics and texts Follow agreed-upon rules for discussion Listen while others are speaking Respond to comments to continue conversations with peers Ask questions to better understand topic and texts and adults
	<p>1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> Ask questions about key details from a text read aloud Ask questions about key details from information presented orally Ask questions about key details through other media 	<ul style="list-style-type: none"> Formulate a question based on key details 	<ul style="list-style-type: none"> Answer questions about key details from a text read aloud Answer questions about key details from information presented orally Answer questions about key details through other media
	<p>1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> Recognize that asking and answering questions is a strategy for clarifying something that is not understood Recognize that asking and answering questions is a strategy for getting more information from a speaker Identify questions and answers 	<ul style="list-style-type: none"> Determine when additional information/clarification is needed Formulate questions and answers to gather additional information Formulate questions and answers to clarify what is not understood about what a speaker says 	<ul style="list-style-type: none"> Ask and answer questions about what a speaker says in order to gather additional information Ask and answer questions about what a speaker says in order to clarify something that is not understood
PRESENTATION OF KNOWLEDGE	<p>1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> Identify people, places, things, and events Identify ideas, details, and feelings 	<ul style="list-style-type: none"> Determine relevant details describing people, places, things, and events 	<ul style="list-style-type: none"> Orally perform a clear presentation that describes people, places, things, and events with relevant details
	<p>1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> Know ideas, thoughts, and feelings Understand how to clarify 	<ul style="list-style-type: none"> Determine which ideas, thoughts, and feelings need clarification Determine when to add drawings or displays to descriptions to clarify Add drawings/visual displays to clarify ideas, thoughts, and feelings 	
	<p>1.SL.6: Produce complete sentences when appropriate to task and situation.</p> <p>1.SL.6: Produce complete sentences when appropriate to task and situation</p>	<ul style="list-style-type: none"> Identify complete sentences in writing and when spoken Identify task and situation 	<ul style="list-style-type: none"> Differentiate when a situation calls for speaking in complete sentences 	<ul style="list-style-type: none"> Speak in complete sentences when appropriate to task and situation

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LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CONVENTIONS OF STANDARD ENGLISH	<p>1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.L.1a. Use common, proper, and possessive nouns.</p> <p>1.L.1b. Use singular and plural nouns with matching verbs in basic sentences</p> <p>1.L.1c. Use personal, possessive, and indefinite pronouns</p> <p>1.L.1d. Use verbs to convey a sense of past, present, and future</p> <p>1.L.1e. Use frequently occurring adjectives.</p> <p>1.L.1f. Use frequently occurring conjunctions</p> <p>1.L.1g. Use determiners (e.g., articles, demonstratives).</p> <p>1.L.1h. Use frequently occurring preposition</p> <p>1.L.1i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> • Recognize common, proper, and possessive nouns • Recognize that nouns and verbs match in sentences • Recognize personal, possessive, and indefinite pronouns • Know past, present, and future verbs • Identify adjectives • Recognize conjunctions and determiners • Know common prepositions • Recognize sentence types: complete simple and compound declarative, interrogative, imperative, and exclamatory sentences 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing to expand complete, simple compound, declarative, interrogative, imperative, and exclamatory sentences 	<ul style="list-style-type: none"> • Demonstrate command of standard English grammar and usage when speaking • Use common, proper, and possessive nouns in speaking • Use singular and plural nouns with matching verbs in basic sentences • Use personal possessive, and indefinite pronouns • Use verbs to convey a sense of past, present, and future • Use frequently occurring adjectives, conjunctions, determiners, and prepositions • Produce and expand complete, simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
	<p>1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1.L.2:a. Capitalize dates and names of people.</p> <p>1.L.2:b. Use end punctuation for sentences.</p> <p>1.L.2:c. Use commas in dates and to separate single words in a series.</p> <p>1.L.2:d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2:e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Apply correct capitalization, punctuation, and spelling • Distinguish between dates and other word/number combinations • Distinguish between names of people and other words • Capitalize dates and names of people • Differentiate between the use of periods, exclamation marks, and question marks • Use end punctuation for sentences • Use commas in dates and to separate single words in a series • Know conventional spelling of common spelling patterns • Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words • Use phonemic awareness and spelling conventions, to spell untaught words phonetically 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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LANGUAGE				
VOCABULARY ACQUISITION & USE	<p>1.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>1.L4: a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.L4: b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L4: c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> Understand that some words and phrases have multiple meanings Identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell) Identify an array of strategies for determining meanings of unknown words and phrases 	<ul style="list-style-type: none"> Apply sentence-level context clues to determine or clarify meaning of an unknown word or phrase Apply frequently occurring affixes as a clue to determine or clarify meaning of an unknown word or phrase Apply frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) to determine or clarify meaning of an unknown word or phrase Choose and apply an array of strategies to determine the meaning or clarify unknown words 	<ul style="list-style-type: none">
	<p>1.L5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> Categorize pictures/words by multiple attributes Identify real-life connections between words and their uses 	<ul style="list-style-type: none"> Distinguish shades of meaning among similar verbs Distinguish adjectives differing in intensity by defining or choosing them 	<ul style="list-style-type: none"> Act out the meanings of similar verbs With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	<p>1.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> Acquire words and phrases through conversations, reading, being read to, and responding to texts Identify and use frequently occurring conjunctions to signal simple relationships 	<ul style="list-style-type: none"> Distinguish between words and phrases acquired through conversations, reading, being read to, and responding to texts 	<ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

GRADE ONE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
WRITING				
TEXT TYPES & PURPOSES	<p>1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • How to persuade • Reason(s) • Evidence (e.g., examples, facts) • Difference between important and unimportant reasons/facts/examples • Opinion • Resources (e.g., teacher selected) • Effective introduction/hook (e.g., one that includes the writer's opinion) • How to logically order ideas most of the time • Audience • Format choices (e.g., friendly letter, advertisements) • Conclusion/ closure/ concluding statement 	<ul style="list-style-type: none"> • Good persuasive writers address the needs of the audience by giving reasons to support an opinion. • Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<ul style="list-style-type: none"> • Form an opinion about a topic or a text • Use teacher selected resources to locate and choose facts and/or examples differentiating between important and unimportant reasons addressing the needs of the audience • Use/select an appropriate writing format • Organize writing with a beginning, middle and end • Write opinion pieces by introducing a topic or naming a book stating an opinion providing reasons that support the opinion ordering reasons by importance providing a sense of closure
	<p>1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information/facts • Beginning, middle, end • Simple transitions (e.g., first, second, third) • Closure/ending/conclusion (e.g., one that moves beyond The End) 	<ul style="list-style-type: none"> • Good informative/ explanatory authors provide information to help the reader understand a topic. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good readers and writers write to make meaning of what they read. 	<ul style="list-style-type: none"> • Select/name an interesting topic for writing • Provide some facts about the topic • Organize writing with a beginning, middle and end, sequencing the ideas most of the time • Provide some closure/ ending • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some closure
	<p>1.W.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Narrative writing • Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event) • Relevant details/examples (e.g., how things look, feel, smell, sound, taste) • Temporal/time order words (e.g., first, next, then) • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Order of events (e.g., beginning, middle, end) • Closure/ending/conclusion • Forms (e.g., stories, journal entries) 	<ul style="list-style-type: none"> • Good authors include details that bring events/people to life for the reader. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to tell about events and reflect upon those events. 	<ul style="list-style-type: none"> • Select/identify two or more events to tell about • Provide relevant details about the event (s) • Organize writing in the order in which the events occurred, appropriately sequencing events • Use temporal words to signal event order and transition from one event to another • Provide a sense of closure/ending/conclusion • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

GRADE ONE

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
WRITING				
PRODUCTION & DISTRIBUTION	1.W.5: With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing when needed.	<ul style="list-style-type: none"> Recognize how to focus on a topic Recognize how to respond to questions and suggestions from peers Recognize how to add details to strengthen writing 	<ul style="list-style-type: none"> Develop writing by focusing on a topic Develop writing by responding to questions and suggestions from peers Develop writing by adding details to strengthen writing 	<ul style="list-style-type: none"> With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing when needed.
	1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Use basic digital tool skills 	<ul style="list-style-type: none"> Select the appropriate digital tools for producing and publishing writing 	<ul style="list-style-type: none"> Use technology to produce and publish writing individually and with peers With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	1.W.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> Conduct shared research using various sources and tools Explore the format of a variety of texts 	<ul style="list-style-type: none"> Determine appropriate sources and tools to conduct shared research Distinguish the format of a variety of texts Participate in shared research and writing projects 	<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
	1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Identify a personal experience Identify a source of information 	<ul style="list-style-type: none"> Gather information from more than one source to answer a question Answer a question using information from experience Answer a question using information from provided multiple sources 	<ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.