

2017-2018

1st Grade ELA – Unit Review

Dates: July 31st - Sept 8th

- **1.RF.3.4** Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- **1.RF.4.4** Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).
- **1.RL.2.3** Using key details, identify and describe the elements of plot, character, and setting.
- **1.RL.2.4** Make and confirm predictions about what will happen next in a story.
- **1.RL.4.1** Use illustrations and details in a story to describe its characters, setting, or events.
- **1.RV.2.2** Define and sort words into categories (e.g., *antonyms, living things, synonyms*).
- **1.SL.1** Listen actively and adjust the use of spoken language (e.g., *vocabulary*) to communicate effectively with a variety of audiences and for different purposes.
- **1.SL.2.3** Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
- **1.SL.4.2** Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
- **1.RF.3.2** Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- **1.RF.4.5** Read words in common word families (e.g., *-at, -ate*).
- **1.RL.1** With support, read and comprehend literature that is grade-level appropriate.
- **1.RF.3.3** Add, delete, or substitute sounds to change single-syllable words.
- **1.RF.4.2** Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.SL.3.1** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **1.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- **1.RF.3.5** Segment the individual sounds in one-syllable words.
- **1.SL.2.4** Ask questions to clarify information about topics and texts under discussion.
- **1.RL.3.1** Identify the basic characteristics of familiar narrative text genres (e.g., *fairy tales, nursery rhymes, storybooks*).
- **1.SL.4.1** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- **1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.
- **1.W.2.1** Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- **1.W.3.3** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- **1.W.4** Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers.
- Use available technology to publish legible documents.
- **1.W.5** With support, conduct simple research on a topic.
 - Identify several sources of information and indicate the sources.
 - Organize information, using graphic organizers or other aids.
 - Make informal presentations on information gathered.

- **1.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- **Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
- **Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
- **Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **1.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- **Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
- **Punctuation** –
 - Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
- **Spelling** –
 - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Correctly spelling words with common spelling patterns.
 - Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

2017-2018

1st Grade ELA – Unit 1

Dates: September 11th- November 3rd

- **1.RF.3.3** Add, delete, or substitute sounds to change single-syllable words.
- **1.RF.3.4** Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- **1.RF.4.2** Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.RF.4.4** Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).
- **1.RF.4.5** Read words in common word families (e.g., *-at, -ate*).
- **1.RF.5** Segment the individual sounds in one-syllable words.
- **1.RL.1** With support, read and comprehend literature that is grade-level appropriate.
- **1.RL.2.3** Using key details, identify and describe the elements of plot, character, and setting.
- **1.SL.2.4** Ask questions to clarify information about topics and texts under discussion.
- **1.SL.3.2** Ask and answer questions about what a speaker says to clarify something that is not understood.
- **1.RF.3.2** Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- **1.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- **1.SL.4.1** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- **1.RF.4.6** Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look, -ed, -ing, -s, -er, -est*), and simple compound words (e.g., *cupcake*) and contractions (e.g., *isn't*).
- **1.RN.1** With support, read and comprehend nonfiction that is grade-level appropriate.
- **1.RN.2.1** Ask and answer questions about key details to clarify and confirm understanding of a text.
- **1.RN.2.2** Retell main ideas and key details of a text.
- **1.RV.2.4** Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- **1.RV.3.2** Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- **1.SL.2.5** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **1.RL.2.1** Ask and answer questions about main idea and key details in a text.
- **1.RL.2.2** Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- **1.RN.4.1** Identify the reasons the author gives to support points in a text.
- **1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.
- **1.W.2.1** Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- **1.W.3.3** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- **1.W.4** Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers.
- Use available technology to publish legible documents.

- **1.W.5** With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered.
- **1.W.6.1** Demonstrate command of English grammar and usage, focusing on:
 - **Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
 - **Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
 - **Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **1.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - **Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
 - **Punctuation** –
 - Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
 - **Spelling** –
 - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Correctly spelling words with common spelling patterns.
 - Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

2017-2018

1st Grade ELA – Unit 2

Dates: Nov 6th – Dec 22nd

- **RF.3.2** Blend sounds, including consonant blends, to produce single- and multi-syllable words
- **1.RF.4.1** Use letter-sound knowledge of single consonants (hard and soft sounds), **short and long vowels**, consonant blends and digraphs, vowel teams (e.g., *ai*) and **digraphs**, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.
- **1.RF.4.4** Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).
- **1.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **1.RL.1** With support, read and comprehend literature that is grade-level appropriate.
- **1.RL.2.3** Using key details, identify and describe the elements of plot, character, and setting.
- **1.SL.4.1** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- **1.SL.4.3** Give and follow three- and four-step directions.
- **1.RF.4.2** Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.RF.4.5** Read words in common word families (e.g., *-at, -ate*).
- **1.RL.2.2** Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- **1.RL.3.1** Identify the basic characteristics of familiar narrative text genres (e.g., *fairy tales, nursery rhymes, storybooks*).
- **1.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- **1.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- **1.RF.4.6** Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look, -ed, -ing, -s, -er, -est*), and simple compound words (e.g., *cupcake*) and **contractions** (e.g., *isn't*).
- **.SL.2.3** Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
- **1.RN.1** With support, read and comprehend nonfiction that is grade-level appropriate.
- **1.RN.2.1** Ask and answer questions about key details to clarify and confirm understanding of a text.
- **1.RN.4.1** Identify basic similarities in and differences between two texts on the same topic.
- **1.RV.2.4** Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- **1.RV.3.2** Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- **1.RN.2.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **1.SL.3.1** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.
- **1.W.2.1** Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- **1.W.3.1** Write logically connected sentences to make a proposal to a particular audience (e.g., *a parent, classmate, etc.*) and give reasons why the proposal should be considered.

- **1.W.3.2** Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- **1.W.3.3** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- **1.W.4** Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers.
 - Use available technology to publish legible documents.
- **1.W.5** With support, conduct simple research on a topic.
 - Identify several sources of information and indicate the sources.
 - Organize information, using graphic organizers or other aids.
 - Make informal presentations on information gathered.
- **1.W.6.1** Demonstrate command of English grammar and usage, focusing on:
 - **Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
 - **Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
 - **Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **1.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - **Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
 - **Punctuation** –
 - Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
 - **Spelling** –
 - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

20172018

1st Grade ELA – Unit 3

Dates: January 8th February 16th

- **1.RF.3.2** Blend sounds, including consonant blends, to produce single and multi-syllable words.
- **1.RF.4.2** Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.RF.4.4** Recognize and read common and irregularly spelled high frequency words by sight (e.g., *have, said*).
- **1.RF.4.5** Read words in common word families (e.g., *at, ate*).
- **1.RF.5** Orally read grade level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **1.RL.1** With support, read and comprehend literature that is grade level appropriate.
- **1.RL.2.3** Using key details, identify and describe the elements of plot, character, and setting.
- **1.SL.4.1** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- **1.ML.1** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- **1.ML.2.1** Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
- **1.RF.4.6** Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look, ed, ing, s, er, est*), and **simple compound words (e.g., *cupcake*)** and contractions (e.g., *isn't*).
- **1.RL.4.2** Compare and contrast the adventures and experiences of characters in stories.
- **1.SL.2.3** Listen to others, take turns speaking about the topic, and add one's own ideas in small group.
- **1.RF.4.1** Use letter sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., *ai*) and digraphs, and **r-controlled vowels** to decode phonetically regular words (e.g., *cat, go, black, boat, ber*), independent of context.
- **1.RL.2.1** Ask and answer questions about main idea and key details in a text.
- **1.RF.3.4** Distinguish beginning, middle (medial), and final sounds in single syllable words.
- **1.RV.2.4** Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- **1.RN.1** With support, read and comprehend nonfiction that is grade level appropriate.
- **1.RN.2.1** Ask and answer questions about key details to clarify and confirm understanding of a text.
- **1.RN.2.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **1.RN.3.2** Identify how a nonfiction text can be structured to indicate order (e.g., *sequential*) or to explain a simple cause and effect relationship.
- **1.RN.4.2** Identify basic similarities in and differences between two texts on the same topic.
- **1.RV.3.2** Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- **1.SL.2.3** Listen to others, take turns speaking about the topic, and add one's own ideas in small group.
- **1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.
- **1.W.2.1** Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- **1.W.3.1** Write logically connected sentences to make a proposal to a particular audience (e.g., a *parent, classmate, etc.*) and give reasons why the proposal should be considered.

- **1.W.3.2** Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
- **1.W.3.3** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- **1.W.4** Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers.
 - Use available technology to publish legible documents.
- **1.W.5** With support, conduct simple research on a topic.
 - Identify several sources of information and indicate the sources.
 - Organize information, using graphic organizers or other aids.
 - Make informal presentations on information gathered.
- **1.W.6.1** Demonstrate command of English grammar and usage, focusing on:
 - **Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
 - **Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
 - **Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **1.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - **Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
 - **Punctuation** –
 - Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
- **Spelling** –
 - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Correctly spelling words with common spelling patterns.
 - Correctly spelling common irregularly spelled, grade appropriate high frequency words.

20172018

1st Grade ELA – Unit 4

Dates: Feb 20th - April 13th

- **1.RF.3.2** Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- **1.RF.4.1** Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, **vowel teams (e.g., ai)** and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.
- **1.RF.4.4** Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).
- **1.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **1.RL.1** With support, read and comprehend literature that is grade-level appropriate.
- **1.RL.2.1** Ask and answer questions about main idea and key details in a text.
- **1.RL.3.2** Identify who is telling the story at various points in a text.
- **1.SL.4.1** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- **1.RF.4.3** Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- **1.RL.2.3** Using key details, identify and describe the elements of plot, character, and setting.
- **1.SL.2.3** Listen to others, take turns speaking about the topic, and add one’s own ideas in small group.
- **1.RN.1** With support, read and comprehend nonfiction that is grade-level appropriate.
- **1.RN.2.2** Retell main ideas and key details of a text.
- **1.RV.3.1** Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- **1.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- **1.RF.2.4** Learn and apply knowledge of alphabetical order.
- **1.RF.4.6** Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look, -ed, -ing, -s, -er, -est*), and **simple compound words (e.g., cupcake)** and contractions (e.g., *isn’t*).
- **1.RL.2.2** Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- **1.RN.3.1** Know and use various text features (e.g., *table of contents, glossary, illustrations*) to locate and describe key facts or information in a text.
- **1.RV.2.1** Demonstrate understanding that context clues (e.g., *words and sentence clues*) and text features (e.g., *glossaries, illustrations*) may be used to help understand unknown words.
- **1.RV.2.4** Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- **1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.
- **1.W.2.1** Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- **1.W.3.3** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- **1.W.4** Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers.
 - Use available technology to publish legible documents.

- **1.W.5** With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered.
- **1.W.6.1** Demonstrate command of English grammar and usage, focusing on:
 - **Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
 - **Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
 - **Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- **1.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - **Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
 - **Punctuation** –
 - Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
 - **Spelling** –
 - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

2017-2018

1st Grade ELA – Unit 5

Dates: April 16th - May 25th

- **1.RF.3.2** Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- **1.RF.4.1** Use letter-sound knowledge of single consonants (hard and soft sounds), **short and long vowels (-le)**, consonant blends and digraphs, **vowel teams (e.g., ai)** and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.
- **1.RF.4.4** Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).
- **1.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **1.RL.1** With support, read and comprehend literature that is grade-level appropriate.
- **1.RL.2.3** Using key details, identify and describe the elements of plot, character, and setting.
- **1.RN.1** With support, read and comprehend nonfiction that is grade-level appropriate.
- **1.RN.3.1** Know and use various text features (e.g., *table of contents, glossary, illustrations*) to locate and describe key facts or information in a text.
- **1.RN.3.2** Identify how a nonfiction text can be structured to indicate order (e.g., *sequential*) or to explain a simple cause and effect relationship.
- **1.RN.4.2** Identify basic similarities in and differences between two texts on the same topic.
- **1.RV.2.1** Demonstrate understanding that context clues (e.g., *words and sentence clues*) and text features (e.g., *glossaries, illustrations*) may be used to help understand unknown words.
- **1.RF.4.2** Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.RL.2.1** Ask and answer questions about main idea and key details in a text.
- **1.SL.2.3** Listen to others, take turns speaking about the topic, and add one's own ideas in small group.
- **1.RF.4.6** Read grade-appropriate root words and affixes including plurals, verb tense, **comparatives** (e.g., *look, -ed, -ing, -s, -er, -est*), and simple compound words (e.g., *cupcake*) and contractions (e.g., *isn't*).
- **1.RN.2.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **1.RV.2.4** Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- **1.RN.2.2** Retell main ideas and key details of a text.
- **1.SL.3.1** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **1.RL.2.2** Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
- **1.W.1** Write routinely over brief time frames and for a variety of purposes and audiences.
- **1.W.2.1** Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- **1.W.3.3** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
- **1.W.4** Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers.
 - Use available technology to publish legible documents.

- **1.W.5** With support, conduct simple research on a topic.
 - Identify several sources of information and indicate the sources.
 - Organize information, using graphic organizers or other aids.
 - Make informal presentations on information gathered.
- **1.W.6.1** Demonstrate command of English grammar and usage, focusing on:
 - **Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
 - **Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
 - **Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **1.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - **Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
 - **Punctuation** –
 - Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
 - **Spelling** –
 - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Correctly spelling words with common spelling patterns.
 - Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.