Reading Standards for Literature: Grade 1	Listening & Learning Domain											Skills Unit						
Key Ideas and Details	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RL.1.1 Ask and answer questions about key details in a text.																		
Ask and answer questions (e.g., *who*, *what*, *where*, *when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud	◆		◆						◆									
Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering *why* questions that require recognizing cause/effect relationships	◆		◆						◆									
Ask and answer questions (e.g., *who*, *what*, *where*, *when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently												◆	◆	◆		◆	◆	◆
STD RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.																		
Retell fiction read-alouds including key details, and demonstrate understanding of the central message or lesson	◆		◆						◆									
Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral	◆		◆															
STD RL.1.3 Describe characters, settings, and major events in a story, using key details.																		
Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	◆		◆	◆					◆									
Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently												◆	◆	◆		◆	◆	◆
Craft and Structure	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.																		
Identify words and phrases that suggest feelings or appeal to the senses	◆		◆						◆									
STD RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																		
Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information	◆		◆			◆			◆									
Distinguish fiction from informational or realistic text	◆		◆						◆									
Distinguish fiction from informational texts that are read independently													◆	◆		◆	◆	
STD RL.1.6 Identify who is telling the story at various points in a text.																		
Identify who is telling the story at various points in a fiction read-aloud				◆														
Identify who is telling the story at various points in a fiction text read independently																◆	◆	◆

Reading Standards for Literature: Grade 1

		Listening & Learning Domain											Skills Unit						
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.																		
	Talk about the illustrations and details from a fiction read-aloud, to describe its characters, setting, or events	♦		♦						♦									
	Sequence four to six pictures illustrating events from a fiction read-aloud	♦		♦						♦									
	Talk about the illustrations and details from a fiction text read independently, to describe its												♦	♦	♦		♦	♦	♦
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.																		
	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	♦								♦									
	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures			♦						♦									
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																		
	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught												♦	♦	♦		♦	♦	♦

Reading Standards for Informational Text: Grade 1

		Listening & Learning Domain											Skills Unit						
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RI.1.1	Ask and answer questions about key details in a text.																		
	Ask and answer questions (e.g., *who*, *what*, *where*, *when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦		♦	♦							
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering *why* questions that require recognizing cause/effect relationships		♦		♦	♦	♦	♦	♦		♦	♦							
	Ask and answer questions (e.g., *who*, *what*, *where*, *when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently																♦		
STD RI.1.2	Identify the main topic and retell key details of a text.																		
	Identify the main topic and retell key details of a nonfiction/informational read-aloud				♦	♦				♦									
	Identify the main topic and retell key details of a nonfiction/informational text read independently																♦		
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.																		
	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦		♦	♦							

Reading Standards for Informational Text: Grade 1	Listening & Learning Domain											Skills Unit						
Craft and Structure	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.																		
Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions		♦		♦	♦	♦	♦	♦		♦	♦							
Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently															♦			
STD RI.1.5 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.																		
Identify and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a nonfiction/informational text															♦			
STD RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.																		
Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud					♦					♦	♦							
Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational text read independently															♦			
Integration of Knowledge and Ideas	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RI.1.7 Use the illustrations and details in a text to describe its key ideas.																		
Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas		♦		♦	♦	♦	♦	♦		♦	♦							
Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas															♦			
STD RI.1.8 Identify the reasons an author gives to support points in a text.																		
Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud								♦		♦								
STD RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																		
Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦		♦	♦	♦	♦	♦		♦	♦							

Reading Standards for Informational Text: Grade 1		Listening & Learning Domain											Skills Unit						
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.																		
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3		♦		♦	♦	♦	♦	♦	♦		♦	♦							
	Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught																	♦		

Reading Standards for Foundational Skills: Grade 1		Listening & Learning Domain											Skills Unit						
Print Concepts		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RF.1.1	Demonstrate understanding of the organization and basic features of print.																		
STD RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																		
	Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending												♦	♦					
Phonological Awareness		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																		
STD RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.																		
	Distinguish long from short vowel sounds in spoken single-syllable words													♦					
STD RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																		
	Orally produce single-syllable words with various vowel and consonant sounds by blending the sounds												♦	♦	♦	♦	♦	♦	♦
STD RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																		
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words												♦		♦	♦	♦	♦	♦
STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds																		
	Segment and blend phonemes to form one-syllable words												♦	♦	♦	♦	♦	♦	♦
	Compare words with similar vowel sounds														♦	♦	♦		

Reading Standards for Foundational Skills: Grade 1		Listening & Learning Domain											Skills Unit						
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																		
STD RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.																		
	Read and write the following letter-sound correspondences in words: 'sh' > /sh/, 'ch' > /ch/, 'th' > /th/(*thin*), 'th' > /<u>th</u>/ (*then*), 'ng' > /ng/, 'wr' > /r/, 'ck' > /k/, 'wh' > /w/, 'kn' > /n/												♦		♦		♦	♦	
STD RF.1.3b	Decode regularly spelled one-syllable words.																		
	Read and/or write one-syllable words that include the letter-sound correspondences taught												♦	♦	♦	♦	♦	♦	♦
STD RF.1.3c	Know final –*e* and common vowel team conventions for representing long vowel sounds.																		
	Read and/or write vowel sounds spelled with vowel digraph teams, such as /ae/ spelled 'a_e', 'ai,' 'ay'; /ie/ spelled 'i_e'; /oe/ spelled 'o_e', oa; /ue/ spelled 'u_e'; /<u>oo</u>/ spelled 'oo'; /oo/ spelled 'oo'; /ee/ spelled 'ee'												♦	♦	♦	♦	♦	♦	♦
STD RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																		
	State that every syllable must have a vowel sound														♦	♦			
	Identify the number of syllables, i.e., vowel sounds, in spoken and written words														♦	♦			
STD RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.																		
	Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables															♦	♦	♦	♦
STD RF.1.3f	Read words with inflectional endings.																		
	Read words with the following inflectional endings: plural nouns ending in –*s* or –*es* ; present-tense verbs ending in –*s* , –*es* , or –*ing* ; past-tense verbs ending in –*ed*															♦	♦	♦	♦
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																		
	Read and/or write tricky words: **Unit 1:** *a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, to, do, who, two, the, said, says, was, when, where, why, what, which, here, there* **Unit 2:** *he, she, we, be, me, they, their, my, by, some, you, your* **Unit 3:** *should, would, because, could, down* **Unit 4**: *today, yesterday, tomorrow*　　　　　**Unit 5:** *how, picture, coach* **Unit 7:** *Mexico, go, pushing*												♦	♦	♦	♦	♦		♦

Reading Standards for Foundational Skills: Grade 1		Listening & Learning Domain											Skills Unit						
Fluency		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD RF.1.4	Read with sufficient accuracy and fluency to support comprehension.																		
STD RF.1.4a	Read grade-level text with purpose and understanding.																		
	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding												♦	♦	♦	♦	♦	♦	♦
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																		
	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings												♦	♦	♦	♦	♦	♦	♦
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																		
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary												♦	♦	♦	♦	♦	♦	♦
Writing Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD W.1.1	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.																		
	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	♦				♦		♦		♦									
	Plan, draft, and edit an opinion piece in which they introduce the topic or the name of the fiction or nonfiction/informational text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure														♦		♦		
STD W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.																		
	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure		♦		♦		♦	♦		♦									
	Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, and some sense of closure															♦			

Writing Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD W.1.3	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.																		
	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of	♦							♦									♦	
	Plan, draft, and edit a personal narrative with a title, recounting two or more appropriately sequenced events, including some details about what happened, using temporal words to signal													♦					
Production and Distribution of Writing		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD W.1.4	(Begins in Grade 3)																		
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																		
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	♦		♦	♦			♦	♦	♦			♦	♦	♦	♦	♦	♦	
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration 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 Present Knowledge		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD W.1.7	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).																		
	Participate in shared research and writing projects (e.g., group scientific research and writing)								♦	♦									♦
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																		
	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds	♦		♦	♦	♦		♦	♦	♦	♦								
	With assistance, categorize and organize facts and information within a given domain to answer questions	♦	♦		♦	♦	♦	♦	♦	♦	♦	♦							
	Generate questions and gather information from multiple sources to answer questions		♦			♦													
STD W.1.9	(Begins in Grade 4)																		
Range of Writing		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD W.1.10	(Begins in Grade 3)																		

Speaking and Listening Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD SL.1.1	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups																		
STD SL.1.1a	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).																		
	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆							
STD SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.																		
	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆							
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.																		
	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆							
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																		
	Ask and answer questions (e.g., *who*, *what*, *where*, *when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆							
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.																		
L&L	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic	◆			◆	◆	◆	◆			◆	◆							
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																		
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆	◆		
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																		
	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆	◆			
STD SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																		
	Produce complete sentences when appropriate to task and situation	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Language Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																		
STD L1.1a	Print all upper- and lowercase letters.																		
	Write from memory the letters of the alphabet accurately in upper- and lowercase form												♦	♦	♦				
STD L.1.1b	Use common, proper, and possessive nouns.																		
	Use common, proper, and possessive nouns orally and in own writing												♦	♦	♦	♦	♦		
	Identify common and proper nouns												♦	♦	♦	♦	♦		
STD L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops* ; *We hop*).																		
	Use singular and plural nouns with matching verbs in basic sentences (e.g. *He hops* ; *We hop*)																		♦
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., *I* , *me* , *my* ; *they* , *them* , *their* ; *anyone* , *everything*).																		
	Use personal, possessive, and indefinite pronouns orally and in own writing												♦	♦	♦			♦	♦
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home* ; *Today I walk home* ; *Tomorrow I will walk home*).																		
	Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing														♦	♦	♦	♦	♦
STD L.1.1f	Use frequently occurring adjectives.																		
	Use adjectives orally and in own writing													♦		♦	♦	♦	♦
STD L.1.1g	Use frequently occurring conjunctions (e.g., *and* , *but* , *or* , *so* , *because*).																		
	Use frequently occurring conjunctions (e.g., *and* , *but* , *or* , *so* , *because*) orally and in own writing												♦	♦	♦	♦	♦	♦	♦
STD L.1.1h	Use determiners (e.g., articles, demonstratives).																		
	Use determiners (e.g., *the* , *a* , *this* , *that*) orally and in writing												♦	♦	♦	♦	♦	♦	♦
STD L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).																		
	Use frequently occurring prepositions (e.g., *during* , *beyond* , *toward*) orally and in writing																♦	♦	♦
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																		
	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts												♦	♦	♦	♦	♦	♦	♦

Language Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
STD L.1.2a	Capitalize dates and names of people.																		
	Capitalize dates and names of people																♦	♦	♦	♦
STD L.1.2b	Use end punctuation for sentences.																		
	Identify and use end punctuation, including periods, question marks, and exclamation points in writing												♦	♦	♦	♦	♦	♦	♦
STD L.1.2c	Use commas in dates and to separate single words in a series.																		
	Use commas in dates and to separate single words in a series																♦	♦	♦	♦
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																		
	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Indvidual Code Chart as needed												♦	♦	♦	♦	♦	♦	♦
	Spell and write high-frequency tricky words												♦	♦	♦	♦	♦	♦	♦
STD L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																		
	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *bote* for *boat*, *sum* for *some*, *hunee* for *honey*, etc.												♦	♦	♦	♦	♦	♦	♦
Knowledge of Language		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD L.1.3	(Begins in grade 2)																		
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD 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.																		
STD L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																		
	Use sentence-level context as a clue to the meaning of a word or phrase																♦	♦	♦
STD L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.																		
	Use frequently occurring affixes as a clue to the meaning of a word																♦	♦	
STD L.1.4c	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).																		
	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*)																♦	♦	

Language Standards: Grade 1		Listening & Learning Domain											Skills Unit						
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.																		
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.																		
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent		♦				♦		♦										
	Provide examples of common synonyms and antonyms	♦				♦	♦		♦	♦	♦	♦							
STD L.1.5b	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).																		
	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)								♦										
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).																		
	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							
STD L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.																		
	Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings					♦			♦										
STD L.1.6	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*).																		
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦	♦	♦		♦	♦	♦							
	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*)	♦		♦	♦			♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦

Key To Listening & Learning Domain Numbers:

1 Fables and Stories

2 The Human Body

3 Different Lands, Similar Stories

4 Early World Civilizations

5 Early American Civilizations

6 Astronomy

7 History of the Earth

8 Animals and Habitats

9 Fairy Tales

10 A New Nation

11 Frontier Explorers