



READING: Literature

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	1RL 1.	Ask and answer questions about key details in a text.				Who, what, when, where questions: Who was the story about? What was the story about? What happened in the story? What happened at the beginning, middle end of story? Ask your partner to share a detail from the text. Academic Vocabulary: Details, questions, ask, answer, text, information, answer	
<input type="checkbox"/>	1RL 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.				Retell what happened in the story. What is this story mainly about? What problems did the characters have? How did the characters solve their problem? What lessons were learned in the story? Academic Vocabulary: Retell, details, main event, story, problem, resolution/ending, lesson or moral, sequence, (beginning, middle, end), solve	
<input type="checkbox"/>	1RL 3.	Describe characters, settings, and major events in a story, using key details.				Who are the characters in the story? Who is the main character in the story? What is the setting of the story? What is the problem or plot in the story? How do the characters in the story solve their problem? What happens at the beginning, middle, and end of the story? How are the characters behaving, or feeling, at the beginning, middle, and end of the story? How do we know the characters are feeling _____, or are going to do _____? Academic Vocabulary: Identify, characters, setting, plot, events, sequence, problem, resolution, lesson or moral	
Craft and Structure							
<input type="checkbox"/>	1RL 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See Language Standards 4-6 in this document for additional expectations.)				How does this story or poem make you feel when you read it? Does the character use his/her five senses in this story? How do we know the character feels happy, sad, or angry? Identify what the character hears, sees, ... What words in the story tell us what the setting looks like? Is this a story or a poem? How do you know? Academic Vocabulary: Story, poems, word, identify, senses, feelings, poetry, phrase, sentence	
<input type="checkbox"/>	1RL 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.				Is this a book that tells a story or gives information? How do you know? Explain if it is fiction or non-fiction What is this book about? What information can we gather from this book? What can we learn from this book? Who are the characters? Where does the story take place? What happens in the story? Academic Vocabulary: Explain, difference, story, poem, information, text, narrative, expository, characters, fiction, non-fiction	
<input type="checkbox"/>	1RL 6	Identify who is telling the story at various points in a text.				Who is telling the story? What does the narrator of a story do? What does an author do? Who is talking? How do we know? How many characters are in the story? What are the names of the characters? What are the characters in the story saying? Who is the story about? Academic Vocabulary: narrator/narrate, character, dialogue, author, author's voice, quotations	

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READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Integration of Knowledge and Ideas							
<input type="checkbox"/>	1RL 7.	Use illustrations and details in a story to describe its characters, setting, or events.				What is an illustration? Where can we look to find details about the story characters (ex. How they look, where they live)? How do illustrations help us understand the events in the story? Describe details from illustrations. Where does the story take place (setting)? How do we know? Academic Vocabulary: Characters, settings, events, story, illustrations, describe, details	
<input type="checkbox"/>	1RL 8.	(Not applicable to literature)					
<input type="checkbox"/>	1RL 9.	Compare and contrast the adventures and experiences of characters in stories.				How is ____ similar to ____ in a story? How are ____ and ____ different? What adventures did ____ have in the story? What experiences did ____ and ____ have in the story? How are their adventures similar? How are they different? How are their experiences similar (compare)? How are their experiences different (contrast)? Academic Vocabulary: compare (similarities), contrast (differences), adventures, experiences, characters	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	1RL 10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1				Retell the text (prose/poetry). Does this story/poem remind you of any other stories/poems we have read? Compare this piece to other pieces of text you have read. Identify similarities between the two pieces. What other stories or poems have you read about ____? Predict what you think will happen next in the story? What makes you think that will happen? How do you know? Academic Vocabulary: retell, recall, compare, predict, identify	
<input type="checkbox"/>	1RL 10. a	<u>Activate prior knowledge related to the information and events in a text.</u>					
<input type="checkbox"/>	1RL 10. b	<u>Confirm predictions about what will happen next in a text.</u>					

Additional Notes from the Student Reading Standards K5

MEASURING TEXT COMPLEXITY: THREE FACTORS

Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A of the California Common Core Standards.

Range of Text Types and Purposes

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Text
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



Informational Text



READING: Informational Text

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	1RI .1	Ask and answer questions about key details in a text.				What is this story about? How do we know ___? What is the most important idea or part of this text? What can we learn from this book? What details help us know how ___ does ___? Where can we find ___? What details were important? What events happened first, second, third? Can you identify the main event? How do you know this is the main event? Academic Vocabulary: question, answer, identify, ask, detail, text, events, learn	
<input type="checkbox"/>	1RI 2.	Identify the main topic and retell key details of a text.				Tell me what we can learn about from this text? What is this book mostly about? How do you know? What are the important details about ___ in the text? Can you retell the story to a friend? What were the important details that your partner needs to know? Academic Vocabulary: identify, main topic, retell, key details, important, text, details	
<input type="checkbox"/>	1RI 3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.				What can we learn for this text? How are ___ and ___ connected in this text? Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know? What are the main events in the text? What happened first, next, last? What caused ___ to happen? How do you know? What information tells ___? What did the characters in the text do next? What details in the story give you information about the characters? Academic Vocabulary: Text, graphics, illustrations, picture, photograph, diagram, labels, character, events, details, information	
Craft and Structure							
<input type="checkbox"/>	1RI 4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>(See Language Standards 4-6 in this document for additional expectations.)</u>				What can you do when you get to word you don't know? Is this a word/phrase you know or have heard? What can you do when you get to an unknown word? What can you do to help yourself? Look at the picture, graphic, illustration; is there something there to help you figure out what the word is? Re-read the sentence; do the other words help you understand? Academic Vocabulary: clarify, determine, ask, answer, unknown, words, text, clue, context, re-read, decode	
<input type="checkbox"/>	1RI 5.	Know and use various text <u>structures (e.g., sequence) and text</u> features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.				Can you identify the different parts of this book? Can you explain how the different parts are used? If you wanted to find the meaning of a word in this book, where would you look? Look in the table of contents and find the page number for _____. Academic Vocabulary: identify, different, parts, explain, meaning, table of contents, glossary, headings	

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Informational Text



READING: Informational Text - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure - continued							
<input type="checkbox"/>	1RI 6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				What does the author do? What does the illustrator do? Do you think they would work together on a book? Why would a book need an illustrator and an author? What do the illustrations tell us about the words? What do the words tell us about the illustrations? Academic Vocabulary: author, illustration, illustrator, distinguish	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	1RI 7.	Use the illustrations and details in a text to describe its key ideas.				What can you learn from the illustrations? What do you think the writer is trying to say? What in the picture helps you think that? Why do you think the illustrator put in that picture? Does the illustration match what the writer is trying to say? Do you think the story and the picture are connected? Describe how the picture helps you understand what the author has written. Academic Vocabulary: Illustration, describe, relationship, text, person persona, place, idea, thing, depict, shows, tells	
<input type="checkbox"/>	1RI 8.	Identify the reasons an author gives to support points in a text.				What does the writer think about this problem? Why do you think the author wrote that? Were there any reasons why you think the author...? What in the writing made you think that? What were the reasons the author wrote this piece? How and where did the author support his reasoning? What important points does the author make? Academic Vocabulary: reasons, author, explain, tells, writing, text, support, points	
<input type="checkbox"/>	1RI 9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				What can we learn from this text? We read two books, what is different about them? What is the same? Can you fill in the Thinking Map showing the similarities and differences of the two texts? Do both books have illustrations? How were they used in both books? What did the illustrations in the books tell you? Academic Vocabulary: illustration, similarities, text	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	1RI 10.	With prompting and support, read informational texts appropriately complex for grade 1				Talk to your partner about_____. Help your partner. . . . Everyone needs to take a turn talking about what is happening on the page in the book. What do you think will happen next? What clues gave you that idea?	
<input type="checkbox"/>	1RI 10.a	<u>Activate prior knowledge related to the information and events in a text.</u>				What does your partner think? Academic Vocabulary:	
<input type="checkbox"/>	1RI 10.b	<u>Confirm predictions about what will happen next in a text.</u>				partner, purpose, individual, contribute	

READING: Foundational Skills

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Print Concepts							
<input type="checkbox"/>	1RF 1a.	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				Show me where to begin reading. Distinguish UC from LC letters. Identify basic punctuation: period, question mark, etc. Know basic capitalization (First Letter of Sentence, Proper Nouns.) Know serial order L R. Know that print contains message. Know illustrations add details. Did you start that sentence with a capital? How should you start that sentence? Does your sentence tell who did what? How should your sentence end? Do you need something at the end of your sentences? Academic Vocabulary: organization, word, sentence, names, beginning, ending, punctuation, capitalization, question mark, period, exclamation mark	
Phonological Awareness							
<input type="checkbox"/>	1RF 2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				What sound do we hear at the beginning of _____? What sound do we hear in the middle of _____? What sound do we hear in the end _____? What is the first sound in _____? Last ____? Stretch the word _____. On your arm, tap the sounds you hear in _____. What word do you make by putting together the sounds /m/a/H/? Academic Vocabulary: distinguish, vowel, consonant, sound, segment, blend, syllable, initial (beginning), medial (middle), final (end) final	
<input type="checkbox"/>	1RF 2a.	Distinguish long from short vowel sounds in spoken single-syllable words.					
<input type="checkbox"/>	1RF 2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.					
<input type="checkbox"/>	1RF 2c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.					
<input type="checkbox"/>	1RF 2d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).					
Phonics and Word Recognition							
<input type="checkbox"/>	1RF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u>				When I point to a letter, tell me if it is a vowel or consonant. What can you do when you get to a word you don't know? What do you hear at the beginning, middle, and end of this word? Stretch the sounds.....; now put them together quickly. Can you hear the differences between long and short vowel sounds? Did you see any silent letters? How many syllables does this word have? Tap out the syllables in the word..... Are there any chunks you know? Academic Vocabulary: decode, syllable, sounds, silent, vowel, consonant, pattern, endings, diagraph	
<input type="checkbox"/>	1RF 3a.	Know the spelling-sound correspondences for common consonant digraphs.					
<input type="checkbox"/>	1RF 3b.	Decode regularly spelled one-syllable words.					
<input type="checkbox"/>	1RF 3c.	Know final -e and common vowel team conventions for representing long vowel sounds.					
<input type="checkbox"/>	1RF 3d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.					
<input type="checkbox"/>	1RF 3e.	Decode two-syllable words following basic patterns by breaking the words into syllables.					
<input type="checkbox"/>	1RF 3f.	Read words with inflectional endings.					
<input type="checkbox"/>	1RF 3g.	Recognize and read grade-appropriate irregularly spelled words.					
Fluency							
<input type="checkbox"/>	1RF 4	Read with sufficient accuracy and fluency to support comprehension.				What can you do when you get to a word or part you don't know? How can you help yourself? Can you get your mouth ready for the first sound....? Now, stretch the sounds. Reread the sentence again, make it sound like talking. Reread the story from the beginning. What is this book about? What helps you know what it is about? What do we do with our voice when we reach a period, comma? Academic Vocabulary: fluency, accuracy, expression, recognition, comprehension, reread, punctuation, period, comma	
<input type="checkbox"/>	1RF 4a.	Read on-level text with purpose and understanding.					
<input type="checkbox"/>	1RF 4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.					
<input type="checkbox"/>	1RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					



Opinion/Argument



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Text Types and Purposes							
<input type="checkbox"/>	1W 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.				What did you like best? Name your favorite book or story. Why did you choose this book or story? What did you like best? What are you going to write about? Why? Tell me two things you like about _____. Write about _____; include the reasons you chose this topic. How will you end your writing? Academic Vocabulary: Opinion, reasons, topic, details, title, ask and answer	

Informative/Explanatory



WRITING: informative/Explanatory

<input type="checkbox"/>	1W 2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				Chose a topic to write about. Decide what information you will write about. How will you organize your ideas? What is your topic sentence? What details do you have to support your topic? Where will you get your information? Academic Vocabulary: information, facts, explanation, write, details	
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Narrative



WRITING: Narrative

<input type="checkbox"/>	1W 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.				Tell me about _____. What event happened first, next, etc? When did you do this? What was your main event? Can you organize your thoughts using sequencing? What words will you use to signal another event? When did the events happen? Academic Vocabulary: sequence, event, time, order	
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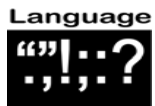
WRITING: All Genres

Production and Distribution of Writing						
<input type="checkbox"/>	1W 4.	This standard is not applicable to first grade (begins in grade 2).				
<input type="checkbox"/>	1W 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.				What is your topic? What details will you add to support the topic? What happened first? Second? Last? Can you tell a friend what you will be writing in the correct sequence? How will you revise your writing? What details are the most important to include in your writing? Swap papers with a partner, focus on editing and revising each other's papers. Academic Vocabulary: focus, details, revise, edit, improve, sequence
<input type="checkbox"/>	1W 6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				Can you turn on your computer? Do you know how to save information? Would you rather present your information using PowerPoint? Where will you look for information? Did you find a site that was most helpful? What information are you looking for? Academic Vocabulary: Cooperate, computer, keyboard, monitor/screen, information
Research to Build and Present Knowledge						
<input type="checkbox"/>	1W 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).				Who is the author of the book you read? Was this book fact or fiction? How do you know if it is fact or fiction? What do you do first, second, third, etc? Locate _____ in the text. Academic Vocabulary: research, directions, sequence, instruction, fact, fiction
<input type="checkbox"/>	1W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				Can you tell me what happened? Can you give me information using who, what, when, why, and where? What sources did you use to find information? Can you recall the main event idea? Can you retell the main event idea? Describe why this event or person is important? How will you rewrite this information in your own words? Academic Vocabulary: collect, gather, select, recall, information, retell, describe, sources, encyclopedia, non-fiction, expository, magazine, article
<input type="checkbox"/>	1W 9.	Standard W 19 begins in grade 4.				
Range of Writing						
<input type="checkbox"/>	1W 10.	Standard W 110 begins in grade 2.				



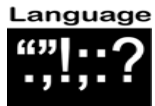
SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Comprehension and Collaboration							
<input type="checkbox"/>	1SL 1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.				Talk to your partner about... Talk to your group about... Ask your partner _____? Tell your partner what you think about _____. Tell your partner what you have liked so far. Tell your group what you have learned about... Can you say that again? I didn't understand? Can you say it again? Excuse me, can I say something? Academic Vocabulary: Conversation, partner, take turns, listen carefully, interrupting, inside voices	
<input type="checkbox"/>	1SL 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).					
<input type="checkbox"/>	1SL 1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.					
<input type="checkbox"/>	1SL 1c.	Ask questions to clear up any confusion about the topics and texts under discussion.					
<input type="checkbox"/>	1SL 2.a	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <u>Give, restate, and follow simple two-step directions.</u>				Look at the title, what do you think this text is about? What happened in the story? If you had to ask one question about the story, what would it be? What did you learn when you read this book? What is the author trying to tell you? Retell the story to your partner. What do you think the video is telling us? What is the one thing you learned from looking at the text, picture, video? Academic Vocabulary: title, story, ask, author, retell, partner, video, text, details	
<input type="checkbox"/>	1SL 3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				What did the speaker say? What was the most important part that you heard? What would you say if you didn't understand the speaker? What would be one question that you could ask so you could find out more information? What was the most important detail? I didn't understand, can you say it again? Can you tell me more about it so I can understand better? Academic Vocabulary: speaker, important, understand, information, detail, describe	
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	1SL 4.a	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <u>Memorize and recite poems, rhymes, and songs with expression.</u>				Where did the event take place? Why was this location important to the story? Describe the location to your partner. Describe the characters to your partner. Can you tell why you liked the story? Give details to support your answer. What did the person/place look like? Where and when did the event happen? Did you tell how you felt when you saw...? Which poem will you and/or your group be working on to learn? Today we are going to learn a new (song, poem, rhyme.) Can you say more about your idea/feelings? Academic Vocabulary: details, character, person persona, people, things, place, happen, describe	
<input type="checkbox"/>	1SL 5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				What topic will you be speaking about today? Can you find or make an illustration that will help clarify your topic? What will you use to help your presentation? Can you add more information that will help clarify your ideas? How will you organize your speech? What descriptive words can you use to help your presentation be more informative and interesting? Academic Vocabulary: Voice, topic, speaking, illustration, clarify, express, ideas, feelings, description, clarify, thoughts	
<input type="checkbox"/>	1SL 6.	Produce complete sentences when appropriate to task and situation. <u>(See Language Conventions 1 and 3 in this document for additional expectations.)</u>				What would you like to share today? What is your topic? Can you say that in a complete sentence? You told who, but can you tell us what they were doing? Did you remember to talk about the who and the what? Can you tell more about where, and who? Academic Vocabulary: share, topic, event, important, voice	



LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Conventions of Standard English							
<input type="checkbox"/>	1L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				Can you write a sentence using an uppercase letter? Write a sentence using adjectives. Write a question sentence. Underline the subject and predicate of the sentence. What do you put at the end of a question sentence? What do you put at the end of an exclamatory sentence? Academic Vocabulary: sentence, uppercase/lowercase, adjective, subject/predicate, question, exclamatory	
<input type="checkbox"/>	1L 1a.	Print all upper- and lowercase letters.					
<input type="checkbox"/>	1L 1b.	Use common, proper, and possessive nouns.					
<input type="checkbox"/>	1L 1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).					
<input type="checkbox"/>	1L 1d.	Use personal (<u>subject, object</u>), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					
<input type="checkbox"/>	1L 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).					
<input type="checkbox"/>	1L 1f.	Use frequently occurring adjectives.					
<input type="checkbox"/>	1L 1g.	Use frequently occurring conjunctions (e.g., and, but, or, so, because).					
<input type="checkbox"/>	1L 1h.	Use determiners (e.g., articles, demonstratives).					
<input type="checkbox"/>	1L 1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).					
<input type="checkbox"/>	1L 1j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.					
<input type="checkbox"/>	1L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					Can you write a sentence using a period? A question mark? An exclamation mark? Write today's date correctly. Did you remember to capitalize and punctuate your sentence? Go through and check your work for spelling. Can you sound out words that are difficult and correct them? Academic Vocabulary: sentence, period, question mark, exclamation mark, date, correctly, capitalize, punctuate
<input type="checkbox"/>	1L 2a.	Capitalize dates and names of people.					
<input type="checkbox"/>	1L 2b.	Use end punctuation for sentences.					
<input type="checkbox"/>	1L 2c.	Use commas in dates and to separate single words in a series.					
<input type="checkbox"/>	1L 2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.					
<input type="checkbox"/>	1L 2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.					
Knowledge of Language							
<input type="checkbox"/>	L.13	This standard is not applicable to first grade (begins in grade 2).					



LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Vocabulary Acquisition and Use							
<input type="checkbox"/>	1L 4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.				Can you look at the picture, or the words around the word you don't know, to understand its meaning? Does this word have a prefix or suffix? How does the prefix or suffix change the meaning of the word? Can you use a word with a prefix or suffix in a sentence? Academic Vocabulary: picture, understand, meaning, prefix, suffix	
<input type="checkbox"/>	1L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.					
<input type="checkbox"/>	1L 4b.	Use frequently occurring affixes as a clue to the meaning of a word.					
<input type="checkbox"/>	1L 4c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).					
<input type="checkbox"/>	1L 5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.				Can you write a synonym for _____? Can you write an antonym for _____? Looking at these five synonyms, write them from the least powerful to the most powerful. Can you and your partner sort these words into groups? Can you give me an explanation of why you grouped your words in this way? Academic Vocabulary: Synonym, antonym, powerful, partner, group, explanation	
<input type="checkbox"/>	1L 5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.					
<input type="checkbox"/>	1L 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).					
<input type="checkbox"/>	1L 5c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).					
<input type="checkbox"/>	1L 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.					
<input type="checkbox"/>	1L 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).				Can you retell the story in your own words and add details? What was the most important event in the story? Why? Was there a problem? If so, how was this problem solved? What caused the problem? What was the solution? Would you have solved the problem differently? Academic Vocabulary: retell, details, important, event, problem, solution, differently	