

Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Language Arts
Grade: 1

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Language Arts Grade 1		
STANDARD: CCSS.ELA-Literacy.RL.1.1 - Ask and answer questions about key details in a text.	<p>RL.1.1. - Ask and answer questions about key details in a text.</p> <p>RL.1.2. - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7. - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.3.1.A. - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B. - Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.G. - Use illustrations and details in a story to describe characters, setting, or events.</p>
STANDARD: CCSS.ELA-Literacy.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>RL.1.1. - Ask and answer questions about key details in a text.</p> <p>RL.1.2. - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7. - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.3.1.A. - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B. - Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.G. - Use illustrations and details in a story to describe characters, setting, or events.</p>
STANDARD: CCSS.ELA-Literacy.RL.1.3 - Describe characters, settings, and major events in a story, using key details.	<p>RL.1.3. - Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7. - Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CC.1.3.1.C. - Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.G. - Use illustrations and details in a story to describe characters, setting, or events.</p>

STANDARD: CCSS.ELA-Literacy.RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4. - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA	CC.1.3.1.F. - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD: CCSS.ELA-Literacy.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.	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.	CC.1.3.1.E. - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
STANDARD: CCSS.ELA-Literacy.RL.1.6 - Identify who is telling the story at various points in a text.	RL.1.6. - Identify who is telling the story at various points in a text.	CC.1.3.1.D. - Identify who is telling the story at various points in a text.
STANDARD: CCSS.ELA-Literacy.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.	<p>RL.1.1. - Ask and answer questions about key details in a text.</p> <p>RL.1.2. - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. - Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7. - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.3.1.A. - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B. - Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C. - Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.G. - Use illustrations and details in a story to describe characters, setting, or events.</p>
STANDARD: CCSS.ELA-Literacy.RL.1.8 - (Not applicable to literature)	<p>L.1.3. - (Begins in grade 2)</p> <p>RL.1.8. - (Not applicable to literature)</p> <p>W.1.10. - (Begins in grade 2) CA</p> <p>W.1.4. - (Begins in grade 2) CA</p> <p>W.1.9. - (Begins in grade 4)</p>	- Intentionally Blank
STANDARD: CCSS.ELA-Literacy.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.	RL.1.9. - Compare and contrast the adventures and experiences of characters in stories.	CC.1.3.1.H. - Compare and contrast the adventures and experiences of characters in stories.

<p>STANDARD: CCSS.ELA-Literacy.RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>RL.1.4. - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA</p>	<p>CC.1.3.1.F. - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.1 - Ask and answer questions about key details in a text.</p>	<p>RI.1.1. - Ask and answer questions about key details in a text. RI.1.2. - Identify the main topic and retell key details of a text. RI.1.6. - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7. - Use the illustrations and details in a text to describe its key ideas. RI.1.8. - Identify the reasons an author gives to support points in a text. SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.2.1.A. - Identify the main idea and retell key details of text. CC.1.2.1.B. - Ask and answer questions about key details in a text. CC.1.2.1.E. - Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.G. - Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H. - Identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.2 - Identify the main topic and retell key details of a text.</p>	<p>RI.1.1. - Ask and answer questions about key details in a text. RI.1.2. - Identify the main topic and retell key details of a text. RI.1.6. - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7. - Use the illustrations and details in a text to describe its key ideas. RI.1.8. - Identify the reasons an author gives to support points in a text. SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.2.1.A. - Identify the main idea and retell key details of text. CC.1.2.1.B. - Ask and answer questions about key details in a text. CC.1.2.1.E. - Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.G. - Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H. - Identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>RI.1.3. - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CC.1.2.1.C. - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

<p>STANDARD: CCSS.ELA-Literacy.RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>RI.1.4. - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA</p>	<p>CC.1.2.1.F. - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.3.1.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>RI.1.5. - Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA</p>	<p>CC.1.2.1.E. - Use various text features and search tools to locate key facts or information in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>RI.1.1. - Ask and answer questions about key details in a text. RI.1.2. - Identify the main topic and retell key details of a text. RI.1.6. - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7. - Use the illustrations and details in a text to describe its key ideas. RI.1.8. - Identify the reasons an author gives to support points in a text. SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.2.1.A. - Identify the main idea and retell key details of text. CC.1.2.1.B. - Ask and answer questions about key details in a text. CC.1.2.1.E. - Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.G. - Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H. - Identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.7 - Use the illustrations and details in a text to describe its key ideas.</p>	<p>RI.1.1. - Ask and answer questions about key details in a text. RI.1.2. - Identify the main topic and retell key details of a text.</p>	<p>CC.1.2.1.A. - Identify the main idea and retell key details of text. CC.1.2.1.B. - Ask and answer questions about key details in a text.</p>

	<p>RI.1.6. - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. - Identify the reasons an author gives to support points in a text.</p> <p>SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.2.1.E. - Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.G. - Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.H. - Identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.8 - Identify the reasons an author gives to support points in a text.</p>	<p>RI.1.1. - Ask and answer questions about key details in a text.</p> <p>RI.1.2. - Identify the main topic and retell key details of a text.</p> <p>RI.1.6. - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. - Identify the reasons an author gives to support points in a text.</p> <p>SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.2.1.A. - Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B. - Ask and answer questions about key details in a text.</p> <p>CC.1.2.1.E. - Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.G. - Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.H. - Identify the reasons an author gives to support points in a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.1.9. - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>CC.1.2.1.I. - Identify basic similarities in and differences between two texts on the same topic.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>RF.1.4.a. - Read on-level text with purpose and understanding.</p>	<p>CC.1.1.1.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.2.1.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>RF.1.1.a. - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>CC.1.1.1.B.1. - Recognize the distinguishing features of a sentence.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.2a - Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>RF.1.2.a. - Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>CC.1.1.1.C.1. - Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>RF.1.2.b. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.3.a. - Know the spelling-sound correspondences for common consonant digraphs.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>RF.1.2.c. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.d. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>CC.1.1.1.C.4. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CC.1.1.1.C.5. - Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>RF.1.2.c. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.d. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>CC.1.1.1.C.4. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CC.1.1.1.C.5. - Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3a - Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>RF.1.2.b. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.3.a. - Know the spelling-sound correspondences for common consonant digraphs.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3b - Decode regularly spelled one-syllable words.</p>	<p>RF.1.3.b. - Decode regularly spelled one-syllable words.</p>	<p>CC.1.1.1.D.2. - Decode one- and two-syllable words with common patterns.</p>

<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3c - Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>RF.1.3.c. - Know final -e and common vowel team conventions for representing long vowel sounds.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>RF.1.3.d. - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.e. - Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>CC.1.1.1.C.2. - Count, pronounce, blend, and segment syllables in spoken and written words.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3e - Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>RF.1.3.d. - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.e. - Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>CC.1.1.1.C.2. - Count, pronounce, blend, and segment syllables in spoken and written words.</p> <p>CC.1.1.1.D.2. - Decode one- and two-syllable words with common patterns.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3f - Read words with inflectional endings.</p>	<p>L.1.4.c. - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>RF.1.3.f. - Read words with inflectional endings.</p>	<p>CC.1.1.1.D.3. - Read grade-level words with inflectional endings.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.3g - Recognize and read irregularly spelled words.</p>	<p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>RF.1.3.g. - Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.4a - Read on-level text with purpose and understanding.</p>	<p>RF.1.4.a. - Read on-level text with purpose and understanding.</p>	<p>CC.1.1.1.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.2.1.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.1.K. - Read and comprehend literature on grade level, reading independently and proficiently.</p>

<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RF.1.4.b. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>CC.1.1.1.E.2. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.1.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>L.1.4.a. - Use sentence-level context as a clue to the meaning of a word or phrase. RF.1.4.c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CC.1.1.1.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p>	<p>CC.1.4.1.G. - Write opinion pieces on familiar topics. CC.1.4.1.H. - Form an opinion by choosing among given topics. CC.1.4.1.I. - Support the opinion with reasons related to the opinion. CC.1.4.1.J. - Create an organizational structure that includes reasons and provides some sense of closure. CC.1.4.1.K. - Use a variety of words and phrases. CC.1.4.1.Q. - Use a variety of words and phrases.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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. 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.</p>	<p>CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B. - Identify and write about one specific topic. CC.1.4.1.C. - Develop the topic with two or more facts. CC.1.4.1.D. - Group information and provide some sense of closure.</p>

		CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD: CCSS.ELA-Literacy.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.	<p>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.</p> <p>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.</p>	<p>CC.1.4.1.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.1.P. - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
STANDARD: CCSS.ELA-Literacy.W.1.4 - (Begins in grade 3)	<p>L.1.3. - (Begins in grade 2)</p> <p>RL.1.8. - (Not applicable to literature)</p> <p>W.1.10. - (Begins in grade 2) CA</p> <p>W.1.4. - (Begins in grade 2) CA</p> <p>W.1.9. - (Begins in grade 4)</p>	- Intentionally Blank
STANDARD: CCSS.ELA-Literacy.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	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.	CC.1.4.1.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information.

<p>as needed.</p>	<p>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.</p> <p>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.</p> <p>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).</p>	<p>CC.1.4.1.B. - Identify and write about one specific topic.</p> <p>CC.1.4.1.C. - Develop the topic with two or more facts.</p> <p>CC.1.4.1.D. - Group information and provide some sense of closure.</p> <p>CC.1.4.1.N. - Establish who and what the narrative will be about.</p> <p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC.1.4.1.X. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p>	<p>CC.1.4.1.U. - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>
<p>STANDARD: CCSS.ELA-Literacy.W.1.7 - Participate in shared research and writing</p>	<p>W.1.5. - With guidance and support from adults, focus on a topic, respond to questions and</p>	<p>CC.1.4.1.T. - With guidance and support from adults and peers, focus on a topic, respond to</p>

projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	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).	questions and suggestions from peers and add details to strengthen writing as needed.
STANDARD: CCSS.ELA-Literacy.W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8. - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.1.V. - Participate in individual or shared research and writing projects. CC.1.4.1.W. - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
STANDARD: CCSS.ELA-Literacy.W.1.9 - (Begins in grade 4)	L.1.3. - (Begins in grade 2) RL.1.8. - (Not applicable to literature) W.1.10. - (Begins in grade 2) CA W.1.4. - (Begins in grade 2) CA W.1.9. - (Begins in grade 4)	- Intentionally Blank
STANDARD: CCSS.ELA-Literacy.W.1.10 - (Begins in grade 3)	L.1.3. - (Begins in grade 2) RL.1.8. - (Not applicable to literature) W.1.10. - (Begins in grade 2) CA W.1.4. - (Begins in grade 2) CA W.1.9. - (Begins in grade 4)	- Intentionally Blank
EXPECTATION: CCSS.ELA-Literacy.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).	SL.1.1.a. - 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). SL.1.1.b. - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	CC.1.5.1.A. - Participate in collaborative conversations with peers and adults in small and larger groups.
EXPECTATION: CCSS.ELA-Literacy.SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.1.1.a. - 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). SL.1.1.b. - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	CC.1.5.1.A. - Participate in collaborative conversations with peers and adults in small and larger groups.

<p>EXPECTATION: CCSS.ELA-Literacy.SL.1.1c - Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.1.1.c. - Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>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.</p>	<p>CC.1.5.1.C. - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>STANDARD: CCSS.ELA-Literacy.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SL.1.2.a. - Give, restate, and follow simple two-step directions. CA</p>	<p>CC.1.5.1.B. - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>SL.1.1.c. - Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>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.</p>	<p>CC.1.5.1.C. - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>STANDARD: CCSS.ELA-Literacy.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>		<p>CC.1.5.1.D. - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>STANDARD: CCSS.ELA-Literacy.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SL.1.5. - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>CC.1.5.1.F. - Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>
<p>STANDARD: CCSS.ELA-Literacy.SL.1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>SL.1.6. - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p>CC.1.5.1.E. - Produce complete sentences when appropriate to task and situation.</p> <p>CC.1.5.1.G. - Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.1.1a - Print all upper- and lowercase letters.</p>	<p>L.1.1.a. - Print all upper- and lowercase letters.</p>	

EXPECTATION: CCSS.ELA-Literacy.L.1.1b - Use common, proper, and possessive nouns.	L.1.1.b. - Use common, proper, and possessive nouns.	
EXPECTATION: CCSS.ELA-Literacy.L.1.1c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	L.1.1.c. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	
EXPECTATION: CCSS.ELA-Literacy.L.1.1d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L.1.1.d. - Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA	
EXPECTATION: CCSS.ELA-Literacy.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).	L.1.1.e. - 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).	
EXPECTATION: CCSS.ELA-Literacy.L.1.1f - Use frequently occurring adjectives.	L.1.1.f. - Use frequently occurring adjectives.	
EXPECTATION: CCSS.ELA-Literacy.L.1.1g - Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L.1.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). 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).	CC.1.2.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
EXPECTATION: CCSS.ELA-Literacy.L.1.1h - Use determiners (e.g., articles, demonstratives).	L.1.1.h. - Use determiners (e.g., articles, demonstratives).	
EXPECTATION: CCSS.ELA-Literacy.L.1.1i - Use frequently occurring prepositions (e.g., during, beyond, toward).	L.1.1.i. - Use frequently occurring prepositions (e.g., during, beyond, toward).	

<p>EXPECTATION: CCSS.ELA-Literacy.L.1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>L.1.1.j. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.1.2a - Capitalize dates and names of people.</p>	<p>L.1.2.a. - Capitalize dates and names of people.</p>	<p>CC.1.4.1.F.1. - Capitalize dates and names of people. CC.1.4.1.L.1. - Capitalize dates and names of people. CC.1.4.1.R.1. - Capitalize dates and names of people.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.1.2b - Use end punctuation for sentences.</p>	<p>L.1.2.b. - Use end punctuation for sentences.</p>	<p>CC.1.4.1.F.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.L.2. - Use end punctuation; use commas in dates and words in series. CC.1.4.1.R.2. - Use end punctuation; use commas in dates and words in series.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.1.2c - Use commas in dates and to separate single words in a series.</p>	<p>L.1.2.c. - Use commas in dates and to separate single words in a series.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.1.2e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>L.1.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>CC.1.4.1.F.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC.1.4.1.L.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p>

		CC.1.4.1.R.3. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
STANDARD: CCSS.ELA-Literacy.L.1.3 - (Begins in grade 2)	L.1.3. - (Begins in grade 2) RL.1.8. - (Not applicable to literature) W.1.10. - (Begins in grade 2) CA W.1.4. - (Begins in grade 2) CA W.1.9. - (Begins in grade 4)	- Intentionally Blank
EXPECTATION: CCSS.ELA-Literacy.L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.	L.1.4.a. - Use sentence-level context as a clue to the meaning of a word or phrase. RF.1.4.c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.1.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION: CCSS.ELA-Literacy.L.1.4b - Use frequently occurring affixes as a clue to the meaning of a word.	L.1.4.b. - Use frequently occurring affixes as a clue to the meaning of a word.	
EXPECTATION: CCSS.ELA-Literacy.L.1.4c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.1.4.c. - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). RF.1.3.f. - Read words with inflectional endings.	CC.1.1.1.D.3. - Read grade-level words with inflectional endings.
EXPECTATION: CCSS.ELA-Literacy.L.1.5a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.1.5.a. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.b. - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	
EXPECTATION: CCSS.ELA-Literacy.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).	L.1.5.a. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.b. - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	

<p>EXPECTATION: CCSS.ELA-Literacy.L.1.5c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>L.1.5.c. - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.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.</p>	<p>L.1.5.d. - 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.</p>	
<p>STANDARD: CCSS.ELA-Literacy.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).</p>	<p>L.1.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>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).</p>	<p>CC.1.2.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.3.1.J. - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>