



Course Name First Grade ELA

Approved: August 26, 2024

Unit Title Trimester 1, Unit 1

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. · Recognize the distinguishing features of a sentence.</p> <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · Distinguish long from short vowel sounds in spoken single-syllable words. · Count, pronounce, blend, and segment syllables in spoken and written words. · Orally produce single-syllable words, including consonant blends and digraphs. · Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. · Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's purpose. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What makes a school feel like a community? <input type="checkbox"/> What makes these stories fun to read together? <input type="checkbox"/> What does it mean to be a good friend? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> Why are numbers and counting important? <input type="checkbox"/> What is the writer's reason for writing?
	Acquisition	
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. · Identify common consonant digraphs, final-e, and common vowel teams. · Decode one and two-syllable words with common patterns. · Read grade-level words with inflectional endings. · Read grade-appropriate irregularly spelled words.

CC.1.1.1.E Read with accuracy and fluency to support comprehension: · Read on-level text with purpose and understanding. · Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. · Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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.C Describe the connection between two individuals, events, ideas, or pieces of information 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.F

Ask and answer questions to help determine or clarify the meaning of words and phrases 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.

Reading:

- I know the parts of a book and text
- I know the parts of a story
- I know how illustrations relate to a story
- I know that words and phrases have multiple meanings.
- I know that letters make sounds and sounds make words.
- I know that forming letters and words is a way to communicate in writing.

Writing:

- I know that a narrative tells a story.
- I know a narrative has a beginning, middle, and end.

Reading:

- I can tell the main idea and recall key details of the text.
- I can ask and answer questions about informational text and literature.
- I can identify similarities and differences between two texts including books that tell stories and books that give information.
- I can engage in group reading activities with purpose and understanding
- I can identify letters and sounds of consonants and short vowels.
- I can organize letters in alphabetical order.
- I can form lowercase letters.
- I can use phonemic awareness, blending and segmenting.
- I can blend, segment, and read three-sound short vowel words.
- I can segment phonemes.
- I can identify digraphs and their sounds in keywords.
- I can spell words, drawing on common spelling patterns.

Writing:

- I can tell, draw, and write a whole story.
- I can sequence a narrative story.
- I can add details in pictures and words.

CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.

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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.B Ask and answer questions about key details in a text.

CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.D Identify who is telling the story at various points in a text.

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.

CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.

CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content

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.

CC.1.3.1.K Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.

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.

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.

CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.5.1.E Produce complete sentences when appropriate to task and situation.

CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.1.B Identify and write about one specific topic.

CC.1.4.1.D Group information and provide some sense of closure.

CC.1.4.1.E Choose words and phrases for effect.

CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize dates and names of people. · Use end punctuation; use commas in dates and words in series. · Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.K Use a variety of words and phrases.

CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize dates and names of people. · Use end punctuation; use commas in dates and words in series. · Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.M Write narratives to develop real or imagined experiences or events.

CC.1.4.1.N Establish who and what the narrative will be about.

CC.1.4.1.O Include thoughts and feelings to describe experiences and events

CC.1.4.1.P Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.Q Use a variety of words and phrases.

<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>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.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</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>		
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Course Name First Grade ELA

Unit Title Trimester 2, Unit 2

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. · Recognize the distinguishing features of a sentence.</p> <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · Distinguish long from short vowel sounds in spoken single-syllable words. · Count, pronounce, blend, and segment syllables in spoken and written words. · Orally produce single-syllable words, including consonant blends and digraphs. · Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. · Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's purpose <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> What makes a community? <input type="checkbox"/> Why is it important to be kind to others? <input type="checkbox"/> What is the writer's reason for writing? <input type="checkbox"/> How do writers of nonfiction books make information fun and interesting to read about? <input type="checkbox"/> What makes these books funny? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers?

<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. · Identify common consonant digraphs, final-e, and common vowel teams. · Decode one and two-syllable words with common patterns. · Read grade-level words with inflectional endings. · Read grade-appropriate irregularly spelled words.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> What can you learn by traveling to new places? <input type="checkbox"/> <input type="checkbox"/> Why are folktales important to people? <input type="checkbox"/> What choices does the writer make when writing?
Acquisition		
<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension: · Read on-level text with purpose and understanding. · Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. · Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</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.C Describe the connection between two individuals, events, ideas, or pieces of information 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.F Ask and answer questions to help determine or clarify the meaning of words and phrases 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><i>Students will know...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the parts of a book and text <input type="checkbox"/> I know the parts of a story <input type="checkbox"/> I know how illustrations relate to a story <input type="checkbox"/> I know that words have multiple meanings <input type="checkbox"/> I know that letters make sounds and sounds make words. <input type="checkbox"/> I know that forming letters and words is a way to communicate in writing. <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know that information writing tells true information. <input type="checkbox"/> I know how to write from experiences. <input type="checkbox"/> I know an informational piece has a beginning, middle, and end. <input type="checkbox"/> I know that opinion writing gives a well-defined 	<p><i>Students will be skilled at...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the main idea and recall key details of the text. <input type="checkbox"/> I can ask and answer questions about informational text and literature. <input type="checkbox"/> I can identify similarities and differences between two texts including books that tell stories and books that give information. <input type="checkbox"/> I can engage in group reading activities with purpose and understanding <input type="checkbox"/> I can spell words, drawing on common spelling patterns. <input type="checkbox"/> I can decode and encode words with suffixes. <input type="checkbox"/> I can blend, segment, read, and spell words with up to five sounds. <input type="checkbox"/> I can identify various syllable types within words. <p>Writing:</p>

CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.

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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.B Ask and answer questions about key details in a text.

CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.D Identify who is telling the story at various points in a text.

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.

CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.

- perspective and supporting details.
- I know the importance of forming an opinion and supporting my opinion with reasons.
 - I know an opinion piece has a beginning, middle, and end.

- I can use research, experiences, and true facts to teach readers about a topic.
- I can write a structured piece with a beginning, middle, and end.
- I can tell and record ideas part by part using facts.
- I can form and state an opinion between two given topics.
- I can support an opinion with likes and dislikes and reasons why.
- I can write a structured piece with a beginning, middle, and end.

CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content

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.

CC.1.3.1.K Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.

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.

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.

CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.5.1.E Produce complete sentences when appropriate to task and situation.

CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.

CC.1.4.1.E Choose words and phrases for effect.

CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize dates and names of people. · Use end punctuation; use commas in dates and words in series. · Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.K Use a variety of words and phrases.

CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize dates and names of people. · Use end punctuation; use commas in dates and words in series. · Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.Q Use a variety of words and phrases.

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.

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.

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.

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Course Name First Grade ELA

Unit Title Trimester 3, Unit 3

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. · Recognize the distinguishing features of a sentence.</p> <p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · Distinguish long from short vowel sounds in spoken single-syllable words. · Count, pronounce, blend, and segment syllables in spoken and written words. · Orally produce single-syllable words, including consonant blends and digraphs. · Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. · Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's purpose. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> What choices does the writer make when writing? <input type="checkbox"/> Why is it important to learn about planting and growing? <input type="checkbox"/> Why is it important to use your imagination? <input type="checkbox"/> Why is it important to stand up for yourself? <input type="checkbox"/> Why is it important to learn about oceans? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers?

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. · Identify common consonant digraphs, final-e, and common vowel teams. · Decode one and two-syllable words with common patterns. · Read grade-level words with inflectional endings. · Read grade-appropriate irregularly spelled words.

CC.1.1.1.E Read with accuracy and fluency to support comprehension: · Read on-level text with purpose and understanding. · Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. · Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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.C Describe the connection between two individuals, events, ideas, or pieces of information 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.F

Ask and answer questions to help determine or clarify the meaning of words and phrases 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.

Acquisition

Students will know...

Reading:

- I know the parts of a book and text
- I know the parts of a story
- I know how illustrations relate to a story
- I know that words have multiple meanings
- I know that letters make sounds and sounds make words.
- I know that forming letters and words is a way to communicate in writing.

Writing:

- I know that opinion writing gives a well-defined perspective and supporting details.
- I know the importance of forming an opinion and supporting my opinion with reasons.
- I know an opinion piece has a beginning, middle, and end.
- I know that a narrative tells a story.
- I know a narrative has a beginning, middle, and end.

Students will be skilled at...

Reading:

- I can tell the main idea and recall key details of the text.
- I can ask and answer questions about informational text and literature.
- I can identify similarities and differences between two texts including books that tell stories and books that give information.
- I can engage in group reading activities with purpose and understanding
- I can spell words, drawing on common spelling patterns.
- I can identify various syllable types within words.
- I can decode and encode compound words.

Writing:

- I can form and state an opinion between two given topics.
- I can support an opinion with likes and dislikes and reasons why.
- I can write a structured piece with a beginning, middle, and end.
- I can tell, draw, and write a whole story.
- I can sequence a narrative story.

CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.

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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.B Ask and answer questions about key details in a text.

CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.D Identify who is telling the story at various points in a text.

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.

CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.

I can add details in pictures and words.

CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content

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.

CC.1.3.1.K Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.

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.

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.

CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.5.1.E Produce complete sentences when appropriate to task and situation.

CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.1.E Choose words and phrases for effect.

CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize dates and names of people. · Use end punctuation; use commas in dates and words in series. · Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize dates and names of people. · Use end punctuation; use commas in dates and words in series. · Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.Q Use a variety of words and phrases.

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.

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.

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.

