

# 1<sup>st</sup> Grade ELA

Kentucky Academic Standards with Targets



**English Language Arts**

<b>CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 1</b>	<b>Standard #: 1</b>
<b>Standard: Ask and answer questions about key details in a text.</b>			
<b>Type: <u>  X  </u> Knowledge <u>          </u> Reasoning <u>          </u> Performance Skill <u>          </u> Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify key details of a text  Ask questions about key details in a text  Answer questions about key details in a text			

### English Language Arts

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 1</b>	<b>Standard #: 2</b>
<b>Standard: Retell stories, including key details and demonstrate understanding of their central message or lesson.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• key details of a story</li> <li>• central message/lesson of the story</li> </ul> Retell story, including key details	Apply understanding of their central message or lesson	Orally demonstrate understanding of their central message or lesson	

## English Language Arts

**CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 1</b>	<b>Standard #: 3</b>
<b>Standard: Describe characters, settings, and major events in a story, using key details.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> <li>• character</li> <li>• setting</li> <li>• major events</li> <li>• details</li> </ul> Identify: <ul style="list-style-type: none"> <li>• characters</li> <li>• setting</li> <li>• major events</li> </ul> using key details	Describe: <ul style="list-style-type: none"> <li>• characters</li> <li>• settings</li> <li>• major events</li> </ul> using key details from text		

**English Language Arts**

<b>CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft/Structure</b>	<b>Grade: 1</b>	<b>Standard #: 4</b>
<b>Standard: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify: <ul style="list-style-type: none"> <li>• words in stories or poems</li> <li>• phrases in stories or poems</li> <li>• the various senses</li> </ul> Recognize words and phrases that: <ul style="list-style-type: none"> <li>• suggest feelings</li> <li>• appeal to the senses</li> </ul>	Identify words and phrases in: <ul style="list-style-type: none"> <li>• stories</li> <li>• poems</li> </ul> that: <ul style="list-style-type: none"> <li>• suggest feelings</li> <li>• appeal to the senses</li> </ul>		

### English Language Arts

<b>CCR: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 1</b>	<b>Standard #: 5</b>
<b>Standard: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>			
<b>Type: <u>  X  </u> Knowledge <u>          </u> Reasoning <u>          </u> Performance Skill <u>          </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize:</p> <ul style="list-style-type: none"> <li>• characteristics of fiction</li> <li>• characteristics of nonfiction</li> <li>• fiction in different forms of text</li> <li>• nonfiction in different forms of text</li> </ul> <p>Explain how a book that tells a story is different from a book that gives information</p>			

**English Language Arts**

<b>CCR: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft &amp; Structure</b>	<b>Grade: 1</b>	<b>Standard #: 6</b>
<b>Standard: Identify who is telling the story at various points in a text.</b>			
<b>Type: <u>  X  </u> Knowledge <u>      </u> Reasoning <u>      </u> Performance Skill <u>      </u> Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Recognize when the narrator is telling the story  Identify: <ul style="list-style-type: none"> <li>• the characters in a story</li> <li>• who is telling the story at various points in a text</li> </ul>			

### English Language Arts

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 7</b>
<b>Standard: Use illustrations and details in a story to describe its characters, setting, or events.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize story: <ul style="list-style-type: none"> <li>• characters</li> <li>• setting</li> <li>• events</li> </ul> Use story illustrations to identify: <ul style="list-style-type: none"> <li>• character</li> <li>• setting</li> <li>• events</li> </ul> Use story details to identify: <ul style="list-style-type: none"> <li>• characters</li> <li>• setting</li> <li>• events</li> </ul>	Describe: <ul style="list-style-type: none"> <li>• characters</li> <li>• setting</li> <li>• events</li> </ul> using: <ul style="list-style-type: none"> <li>• story illustrations</li> <li>• story details</li> </ul>		

**English Language Arts**

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster:</b>	<b>Grade: 1</b>	<b>Standard #: 8</b>
<b>Standard: Not applicable to literature</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 9</b>
<b>Standard: Compare and Contrast the adventures and experiences of characters in stories.</b>			
Type: _____ Knowledge <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify characters in a story  Determine similarities and differences of adventures and experiences of characters	Compare and contrast details from stories about: <ul style="list-style-type: none"> <li>• adventures</li> <li>• experiences of characters</li> </ul>		

### English Language Arts

<b>CCR: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 1</b>	<b>Standard #: 10</b>
<b>Standard: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/Understand in prose and poetry: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of Knowledge and Ideas</li> </ul> at appropriate Complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1-9 with prompting and support	Comprehend in prose and poetry: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and Structure</li> <li>• integration of Knowledge and Ideas</li> </ul> at appropriate Complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1 – 9 with prompting and support		

### English Language Arts

<b>CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 1</b>	<b>Standard #: 1</b>
<b>Standard: Ask and answer questions about key details in a text.</b>			
<b>Type: <u>  X  </u> Knowledge <u>          </u> Reasoning <u>          </u> Performance Skill <u>          </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key details of an informational text  Ask questions about the key details in: <ul style="list-style-type: none"> <li>• an information text</li> <li>• an informational text</li> </ul>			

**English Language Arts**

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 1</b>	<b>Standard #: 2</b>
<b>Standard: Identify the main topic and key details of a text.</b>			
<b>Type: <u>  X  </u> Knowledge <u>      </u> Reasoning <u>      </u> Performance Skill <u>      </u> Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify the: <ul style="list-style-type: none"> <li>• main topic of a text</li> <li>• key details of a text</li> </ul> Retell key details of a text			

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 1</b>	<b>Standard #: 3</b>
<b>Standard: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify : <ul style="list-style-type: none"> <li>• key details about an individual discussed in an informational text</li> <li>• details about events or ideas in an informational text</li> </ul>	Describe the connections made between two: <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> <li>• pieces of information in a text</li> </ul>		

### English Language Arts

<b>CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 1</b>	<b>Standard #: 4</b>
<b>Standard: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify unknown words or words needing clarification in a text	Ask questions to determine meaning of words and phrases in a text		
Recognize that a question requires an answer	Answer questions that clarify the meaning of words and phrases in a text		

### English Language Arts

<b>CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 1</b>	<b>Standard #: 5</b>
<b>Standard: 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.</b>			
<b>Type:    X    Knowledge    _____ Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine how to use different text features  Identify various text features <ul style="list-style-type: none"> <li>• (e.g., headings</li> <li>• tables of content</li> <li>• glossaries</li> <li>• electronic menus</li> <li>• icons )</li> </ul> Use various text features to locate key facts or information in a text			

### English Language Arts

<b>CCR: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 1</b>	<b>Standard #: 6</b>
<b>Standard: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>			
<b>Type: <u>  X  </u> Knowledge <u>          </u> Reasoning <u>          </u> Performance Skill <u>          </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify whether information is provided in pictures or other illustrations and by the words in the text			

**English Language Arts**

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 7</b>
<b>Standard: Use illustrations and details in a text to describe its key ideas.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify: <ul style="list-style-type: none"> <li>• details</li> <li>• key ideas</li> </ul> Know how to describe	Describe: <ul style="list-style-type: none"> <li>• key ideas using illustrations in an informational text</li> <li>• key ideas using details in an informational text</li> </ul>		

### English Language Arts

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 8</b>
<b>Standard: Identify the reasons an author gives to support points in a text.</b>			
<b>Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the reasons an author gives to support point(s) in a text			

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 9</b>
<b>Standard: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>			
<b>Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• basic similarities</li> <li>• differences between two texts on the same topic</li> </ul>			

**English Language Arts**

<b>CCR: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 1</b>	<b>Standard #: 10</b>
<b>Standard: With prompting and support, read informational texts appropriately complex for grade 1.</b>			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product _____			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify/understand in an informational text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently	Comprehend independently in an informational text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently		

### English Language Arts

CCR: n/a			
Strand: Reading Foundational Skills	Cluster: Print Concepts	Grade: 1	Standard #: 1
<b>Standard: Demonstrate understanding of the organization and basic features of print;</b> <b>a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).</b>			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> <li>• the capital letters</li> <li>• that the first word of every sentence begins with a capital letter</li> <li>• that sentences are made up of words</li> <li>• that a sentence has ending punctuation</li> <li>• the 3 types of ending punctuation</li> </ul>			

## English Language Arts

<b>CCR: n/a</b>			
<b>Strand: Reading Foundational Skills</b>	<b>Cluster: Phonological Awareness</b>	<b>Grade: 1</b>	<b>Standard #: 2</b>
<b>Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> <b>A. Distinguish long from short vowel sounds in spoken single-syllable words.</b> <b>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b> <b>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b> <b>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>      X      </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> <li>• long vowel sounds</li> <li>• short vowel sounds</li> <li>• single-syllable words phonemes</li> <li>• consonant blends</li> </ul>	Distinguish between long and short vowels in single-syllable words  Isolate sounds : <ul style="list-style-type: none"> <li>• initial</li> <li>• medial</li> <li>• final</li> </ul> in single-syllable words	Produce single-syllable words by: <ul style="list-style-type: none"> <li>• blending sounds (phonemes)</li> <li>• consonant blends</li> </ul> Pronounce sounds: <ul style="list-style-type: none"> <li>• initial</li> <li>• medial</li> <li>• final</li> </ul> in single-syllable words  Segment spoken single- syllable words into their complete sequence of individual sounds	

### English Language Arts

<b>CCR: None</b>			
<b>Strand: Reading: Foundational Skills</b>	<b>Cluster: Phonics and Word Recognition</b>	<b>Grade: 1</b>	<b>Standard #: 3</b>
<b>Standard: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <b>a. Know the spelling-sounds correspondences for common consonant digraphs.</b> <b>b. Decode regularly spelled one-syllable words.</b> <b>c. Know final –e and common vowel team conventions for representing long vowel sounds.</b> <b>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b> <b>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</b> <b>f. Read words with inflectional endings.</b> <b>g. Recognize and read grade-appropriate irregularly spelled words.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Know grade-level phonics and word analysis skills in decoding words  Recognize common consonant digraphs  Know the sound produced by that consonant digraph	Apply grade-level phonics and word analysis skills in decoding words  Distinguish between words with spelling patterns and irregularly spelled words	Read words with inflectional endings  Read irregularly spelled sight words appropriate to grade level	

<p>Decode regularly spelled one-syllable words</p> <p>Know the rules for final –e and vowel teams that form long vowel sounds</p> <p>Know that words have syllables</p> <p>Identify that each syllable contains a vowel</p> <p>Identify the number of syllables in printed words</p> <p>Determine the syllable parts of a two syllable word</p> <p>Know basic patterns to break words into syllables</p> <p>Read two syllable words by using decoding and/or syllabication skills</p> <p>Recognize words with inflectional endings</p> <p>Recognize grade- appropriate irregularly spelled words</p>	<p>Distinguish between inflectional endings and words that may contain those same letters as common inflectional endings</p>		
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**English Language Arts**

<b>CCR: N/A</b>			
<b>Strand: Reading Foundational Skills</b>	<b>Cluster: Fluency</b>	<b>Grade: 1</b>	<b>Standard #: 4</b>
<b>Standard: Read with sufficient accuracy and fluency to support comprehension.</b> <b>a. Read on-level text with purpose and understanding.</b> <b>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b> <b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify and understand foundational skills for reading standards #1-3  To support comprehension: <ul style="list-style-type: none"> <li>• identify the purpose and understanding of text</li> <li>• identify oral reading with accuracy, appropriate rate, and expression on successive readings</li> <li>• identify rereading, when necessary, as a strategy when confirming or self-correcting words in text</li> </ul>	Apply foundational skills reflected in reading standards #1-3  To support comprehension: <ul style="list-style-type: none"> <li>• determine the purpose for reading on-level text</li> <li>• apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings</li> <li>• confirm or self correct word recognition and understanding by using context</li> </ul>	To support comprehension: <ul style="list-style-type: none"> <li>• read on-level text fluently and accurately</li> <li>• reread with fluency as necessary</li> </ul> Read with: <ul style="list-style-type: none"> <li>• accuracy</li> <li>• appropriate rate</li> <li>• expression on successive readings</li> </ul>	

<ul style="list-style-type: none"><li>• understand how context can help to confirm or self correct word recognition</li></ul>			
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### English Language Arts

<b>CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade: 1</b>	<b>Standard #: 1</b>
<b>Standard: Write opinion pieces in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a topic or the name of a book about which to write  Recognize and define: <ul style="list-style-type: none"> <li>• opinion</li> <li>• closure</li> </ul>	Formulate an opinion of a book or topic and provide a reason for that opinion  Provide a sense of closure for the opinion piece		Write an opinion piece that: <ul style="list-style-type: none"> <li>• introduces the topic or names the book being written about</li> <li>• states an opinion about the book or topic</li> <li>• supplies a reason for the opinion</li> <li>• provides a sense of closure</li> </ul>

### English Language Arts

<b>CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade: 1</b>	<b>Standard #: 2</b>
<b>Standard: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify an informative/explanatory text  Select a topic for an informative/explanatory writing	Determine: <ul style="list-style-type: none"> <li>• supporting facts about a topic</li> <li>• appropriate closure</li> </ul>		Write an informative/explanatory text in which they: <ul style="list-style-type: none"> <li>• name a topic</li> <li>• supply some facts about the topic</li> <li>• provide some sense of closure</li> </ul>

### English Language Arts

<b>CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types &amp; Purposes</b>	<b>Grade: 1</b>	<b>Standard #: 3</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Choose an experience in which to write  Identify: <ul style="list-style-type: none"> <li>• two or more events of the experience and sequence appropriately</li> <li>• transitional words</li> <li>• details, transitions, closure, final thoughts</li> </ul>	Choose relevant details that correspond to chosen event  Reflect on identified event  Apply appropriate transitional words in order to signal change of events in narrative  Create relevant and elaborated details to support events of narrative		Write a narrative that recounts two or more events and includes: <ul style="list-style-type: none"> <li>• supporting details</li> <li>• transitional words</li> <li>• a sense of closure</li> </ul>

**English Language Arts**

<b>CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production and Distribution in Writing</b>	<b>Grade: 1</b>	<b>Standard #: 4</b>
<b>Standard: (Begins in grade 3)</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>

### English Language Arts

<b>CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production and Distribution of Writing</b>	<b>Grade: 1</b>	<b>Standard #: 5</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support from adults, students recognize how to: <ul style="list-style-type: none"> <li>• focus on a topic</li> <li>• respond to questions and suggestions from peers</li> <li>• add details to strengthen writing as needed</li> </ul>	With guidance and support from adults, students develop writing as needed by: <ul style="list-style-type: none"> <li>• focusing on a topic</li> <li>• responding to questions and suggestions from peers</li> <li>• adding details to strengthen writing as needed</li> </ul>		

### English Language Arts

<b>CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production &amp; Distribution of Writing</b>	<b>Grade: 1</b>	<b>Standard #: 6</b>
<b>Standard: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support: <ul style="list-style-type: none"> <li>• use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools)</li> </ul>	With guidance and support: <ul style="list-style-type: none"> <li>• choose digital tools for producing and publishing writing</li> </ul>	With guidance and support: <ul style="list-style-type: none"> <li>• use technology to produce and publish writing individually and with peers</li> </ul>	

### English Language Arts

<b>CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research To Build And Present Knowledge</b>	<b>Grade: 1</b>	<b>Standard #: 7</b>
<b>Standard: 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).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Conduct shared research using various sources and tools	Determine appropriate sources and tools to conduct shared research		
Explore the format of a variety of texts (e.g., "how to")	Distinguish the format of a variety of texts  Participate in shared research and writing projects		

**English Language Arts**

<b>CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 1</b>	<b>Standard #: 8</b>
<b>Standard: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>			
<b>Type: _____ Knowledge _____ X _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify : <ul style="list-style-type: none"> <li>• experience</li> <li>• source</li> </ul>	Gather information from more than one source to answer a question  With guidance and support: <ul style="list-style-type: none"> <li>• answer a question using information from experience</li> <li>• answer a question using information from a provided source</li> </ul>		

**English Language Arts**

<b>CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 1</b>	<b>Standard #: 9</b>
<b>Standard: Begins in grade 4</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>

**English Language Arts**

<b>CCR: 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 tasks, purposes and audiences.</b>			
<b>Strand: Writing</b>	<b>Cluster: Range of Writing</b>	<b>Grade: 1</b>	<b>Standard #: 10</b>
<b>Standard: (Begins in grade 3)</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>

## English Language Arts

<b>CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.</b>			
<b>Strand: Speaking &amp; Listening</b>	<b>Cluster: Comprehension &amp; Collaboration</b>	<b>Grade: 1</b>	<b>Standard #: 1</b>
<b>Standard: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> <ol style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• ideas from first grade topics and texts</li> <li>• agreed-upon rules for discussion</li> <li>• how others listen</li> <li>• how others ask questions on topic</li> <li>• how others move conversations along</li> </ul>	Decide comments and questions appropriate to the topic of discussion  Observe if agreed-upon discussion rules are being followed	Participate in conversations about grade 1 topics and texts  Follow agreed-upon rules for discussion  Listen while others are speaking  Respond to comments to continue conversations with peers and adults  Ask questions to better understand topic and texts	

**English Language Arts**

<b>CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 1</b>	<b>Standard #: 2</b>
<b>Standard: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Ask questions about key details from : <ul style="list-style-type: none"> <li>• a text read aloud</li> <li>• information presented orally</li> <li>• through other media</li> </ul> Answer questions about key details from: <ul style="list-style-type: none"> <li>• a text read aloud or</li> <li>• information presented orally or</li> <li>• through other media</li> </ul>	Formulate a question based on key ideas : <ul style="list-style-type: none"> <li>• from a text read aloud</li> <li>• information presented orally</li> <li>• through other media</li> </ul>	Ask questions and answer questions about key details: <ul style="list-style-type: none"> <li>• read aloud or</li> <li>• presented orally or</li> <li>• through other media</li> </ul>	

### English Language Arts

<b>CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 1</b>	<b>Standard #: 3</b>
<b>Standard: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u> X </u> _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify questions and answers</p> <p>Recognize that asking and answering questions is a strategy for:</p> <ul style="list-style-type: none"> <li>• getting more information from a speaker</li> <li>• clarifying something about what a speaker says that is not understood</li> </ul>	<p>Determine when additional information/clarification about what a speaker says is needed</p> <p>Formulate questions and answers in order to:</p> <ul style="list-style-type: none"> <li>• gather information</li> <li>• clarify what is not understood about what a speaker says</li> </ul>	<p>Ask and answer questions about what a speaker says in order to gather additional information</p> <p>Ask and answer questions about what a speaker says in order to clarify something that is not understood.</p>	

### English Language Arts

<b>CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 4</b>
<b>Standard: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• people</li> <li>• places</li> <li>• things</li> <li>• events</li> <li>• ideas</li> <li>• details</li> <li>• feelings</li> </ul>	Determine relevant details that describe: <ul style="list-style-type: none"> <li>• people</li> <li>• places</li> <li>• things</li> <li>• events</li> </ul>	Orally perform a clear presentation that describes: <ul style="list-style-type: none"> <li>• a person</li> <li>• a place</li> <li>• a thing</li> <li>• an event</li> </ul> that includes relevant details and expresses ideas and feelings clearly	

### English Language Arts

<b>CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 1</b>	<b>Standard #: 5</b>
<b>Standard: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Know ideas, thoughts, and feelings</p> <p>Understand clarify</p>	<p>Determine which ideas, thoughts, feelings need clarification</p> <p>Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify</p> <p>Add drawings or other visual displays when appropriate to:</p> <ul style="list-style-type: none"> <li>• clarify ideas</li> <li>• thoughts</li> <li>• feelings</li> </ul>		

### English Language Arts

<b>CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of knowledge and ideas</b>	<b>Grade: 1</b>	<b>Standard #: 6</b>
<b>Standard: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify complete sentences in writing and when spoken  Identify task and situation  (The underpinning knowledge targets are found in Language Standards 1 and 3)	Differentiate when situation calls for speaking in complete sentences	Speak using complete sentences when appropriate to task and situation	

### English Language Arts

<b>CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of Standard English</b>	<b>Grade: 1</b>	<b>Standard # : 1</b>
<p><b>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>			
<p>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</p>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize nouns: <ul style="list-style-type: none"> <li>• common</li> <li>• proper,</li> <li>• possessive</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing to expand sentence types: <ul style="list-style-type: none"> <li>• complete simple</li> <li>• compound</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when speaking	

<p>Recognize that nouns and verbs match in sentences</p> <p>Recognize pronouns:</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• possessive</li> <li>• indefinite</li> </ul> <p>Know past, present, and future verbs</p> <p>Identify adjectives</p> <p>Recognize conjunctions</p> <p>Recognize determiners</p> <p>Knows common prepositions</p> <p>Recognize sentence types:</p> <ul style="list-style-type: none"> <li>• complete simple</li> <li>• compound</li> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory</li> </ul>	<ul style="list-style-type: none"> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory</li> </ul>	<p>Use nouns in speaking:</p> <ul style="list-style-type: none"> <li>• common</li> <li>• proper</li> <li>• possessive</li> </ul> <p>Use singular and plural nouns with matching verbs in basic sentences</p> <p>Use indefinite pronouns:</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• possessive</li> <li>• indefinite</li> </ul> <p>Use verbs to convey a sense of:</p> <ul style="list-style-type: none"> <li>• past</li> <li>• present</li> <li>• future</li> </ul> <p>Use frequently occurring:</p> <ul style="list-style-type: none"> <li>• adjectives</li> <li>• conjunctions</li> <li>• determiners</li> <li>• prepositions</li> </ul> <p>Produce and expand:</p> <ul style="list-style-type: none"> <li>• complete</li> <li>• simple</li> <li>• compound declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory</li> </ul> <p>sentences in response to prompts</p>	
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### English Language Arts

<b>CCR:</b> Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Strand: Language</b>	<b>Cluster: Conventions of Standard English</b>	<b>Grade: 1</b>	<b>Standard #: 2</b>
<b>Standard:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>			
<b>Type:</b> <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct capitalization, punctuation, and spelling when writing  Distinguish between: <ul style="list-style-type: none"> <li>• dates and other word/number combinations</li> <li>• names of people and other words</li> </ul> Capitalize dates and names of people			

<p>Differentiate between the use of periods, exclamation marks and question marks</p> <p>Use end punctuation for sentences</p> <p>Use commas in dates and to separate single words in a series</p> <p>Know conventional spelling of common spelling patterns</p> <p>Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words</p> <p>Use phonemic awareness and spelling conventions, to spell untaught words phonetically</p>			
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**English Language Arts**

<b>CCR: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>			
<b>Strand: Language</b>	<b>Cluster: Knowledge and Language</b>	<b>Grade: 1</b>	<b>Standard #: 3</b>
<b>Standard: Begins in Grade 2</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>

## English Language Arts

<b>CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 1</b>	<b>Standard #: 4</b>
<b>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</b> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ol>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Understand that some words and phrases have multiple meanings  Identify common affixes, root words, and inflectional forms  Identify an array of strategies for determining meanings of unknown words and phrases	Apply: <ul style="list-style-type: none"> <li>• sentence level context clues</li> <li>• frequently occurring affixes as a clue</li> <li>• frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)</li> </ul> to determine or clarify the meaning of an unknown word or phrase  Choose from an array of strategies and apply them to determine the meaning or clarify unknown words		

### English Language Arts

<b>CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>			
<b>Strand: Language</b>	<b>Cluster: Word Relationships</b>	<b>Grade: 1</b>	<b>Standard #: 5</b>
<b>Standard: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b> <b>a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</b> <b>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).</b> <b>c. Identify real-life connections between words and their use (e.g. notes places at home that are cozy).</b> <b>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.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support from adults: <ul style="list-style-type: none"> <li>• categorize pictures/words by multiple attributes</li> <li>• identify real-life connections between words and their uses</li> </ul>	With guidance and support from adults: <ul style="list-style-type: none"> <li>• distinguish shades of meaning among similar verbs</li> <li>• distinguish adjectives differing in intensity by defining, choosing and applying them</li> </ul>	With guidance and support from adults: <ul style="list-style-type: none"> <li>• act out the meanings of similar verbs</li> </ul>	

### English Language Arts

<b>CCR: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 1</b>	<b>Standard #: 6</b>
<b>Standard: 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. <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Acquire words and phrases through: <ul style="list-style-type: none"> <li>• conversations</li> <li>• reading</li> <li>• being read to</li> <li>• responding to text</li> </ul> Identify and use frequently occurring conjunctions to signal simple relationships	Distinguish between words and phrases, including those that signal simple relationships, acquired through: <ul style="list-style-type: none"> <li>• conversations</li> <li>• reading</li> <li>• being read to</li> <li>• responding to text</li> </ul>	Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through: <ul style="list-style-type: none"> <li>• conversations</li> <li>• reading</li> <li>• being read to</li> <li>• responding to text</li> </ul>	