



## JC Schools 1st Grade Yearly ELA Standards

Units:		S1	S2	S3	S4	S5	S6	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11
Foundational Skills																		
Phonemic Awareness	1.RF.2.A.a	X	X	X	X													
	1.RF.2.A.b		X															
	1.RF.2.A.c	X	X	X	X													
	1.RF.2.A.d	X	X	X	X	X	X											
	1.RF.2.A.e	X	X	X														
Phonics	1.RF.3.A.a	X	X	X	X	X	X											
	1.RF.3.A.b	X	X	X														
	1.RF.3.A.c	X																
	1.RF.3.A.d	X				X	X											
	1.RF.3.A.e	X	X	X	X	X	X											
	1.RF.3.A.f				X	X	X											
	1.RF.3.A.j	X	X	X	X	X	X											
Reading (Literary and Informational)																		
Comprehension	1.R.1.A.c	X	X	X	X	X	X											
	1.R.1.A.d	X		X				X		X	X	X				X	X	
Vocabulary	1.R.1.B.b						X											
	1.R.1.B.i							X	X	X	X	X	X	X	X	X	X	X
Ind. Reading	1.R.1.D.a,b	X	X	X	X	X	X											

		Units:	S1	S2	S3	S4	S5	S6	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11
Fiction	1.R.2.A.a	X	X	X							X						X		
	1.R.2.A.b		X	X					X		X								
	1.R.2.A.g							X			X						X		
NF Text Features	1.R.3.A.b				X									X	X				
	1.R.3.A.c				X										X				
NF TextStructures	1.R.3.C.b				X					X				X	X	X			
Writing																			
Drafting	1.W.1.B			X	X	X	X												
Revising/Editing	1.W.1.C			X	X	X	X										X		
Opinion	1.W.2.A			X		X								X					
Informative	1.W.2.B				X					X			X	X	X	X		X	X
Narrative	1.W.2.C			X				X									X		
Research Process	1.W.3.A.c				X							X	X						
Language																			
Grammar	1.L.1.A.g					X	X												
Punctuation & Capitalization	1.L.1.B.b					X													
	1.L.1.B.c	X																	
Speaking and Listening																			
Collab. Disc.	1.SL.3.A.c								X	X	X	X	X	X	X	X	X	X	X

# SKILLS 1 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>1.RF.2.A.a,c-e</b>  Develop phonemic awareness in the reading process by:  a. producing and identifying sounds and syllables in spoken words  c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed  d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends  e. segmenting spoken words of three to five phonemes into individual phonemes</p> <p><b>1.RF.3.A.a-e,j</b>  Develop phonics in the reading process by:  a. decoding words in context by using letter sound knowledge  b. identifying letters for the spelling of short and long vowels  c. producing consonant blends  d. producing consonant digraphs  e. combining sounds from letters and common spelling patterns to create and decode recognizable words  j. reading high frequency words</p> <p><b>1.R.1.A.c,d</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  c. seeking clarification and locating facts and details about stories and other texts  d. retelling main ideas in sequence including key details</p> <p><b>1.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:  a. engaging with and reading text that is developmentally appropriate  b. producing evidence of reading</p> <p><b>1.R.2.A.a</b>  Read, infer, analyze, and draw conclusions (using fiction) to:  a. describe characters, setting, problem, solution, and events in logical sequences</p> <p><b>1.L.1.B.c</b>  In written text, apply punctuation, capitalization, and spelling to:  c. capitalize the first letter of others' first and last names</p>	<p><b>1.RF.1.A.a,b</b>  Develop print awareness in the reading process by:  a. recognizing that sentences are comprised of words separated by spaces  b. recognizing the distinguishing features of a sentence</p> <p><b>1.RF.3.A.g,k</b>  Develop phonics in the reading process by:  g. reading irregularly spelled words in text  k. demonstrating decoding skills when reading</p> <p><b>1.RF.4.A.a</b>  Read appropriate texts with fluency, with purpose, and for comprehension to:  a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>1.R.1.A.b</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  b. asking and responding to relevant questions</p> <p><b>1.R.1.B.c</b>  Develop an understanding of vocabulary by:  c. identifying words that name actions and words that name persons, places, or things</p> <p><b>1.R.2.A.f</b>  Read, infer, analyze, and draw conclusions (using fiction) to:  f. identify who is telling the story</p> <p><b>1.L.1.A.d</b>  In speech and written form, apply standard English grammar to:  d. use the articles a, an, and the in sentences</p> <p><b>1.L.1.B.a</b>  In written text, apply punctuation, capitalization, and spelling to:  a. print legibly, using correct spacing between words</p> <p><b>1.SL.1.A.c</b>  Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by:  c. following two-step directions, according to classroom expectations</p>

## SKILLS 2 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>1.RF.2.A.a-e</b>  Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>a. producing and identifying sounds and syllables in spoken words</li> <li>b. distinguishing between long and short vowel sounds</li> <li>c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed</li> <li>d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends</li> <li>e. segmenting spoken words of three to five phonemes into individual phonemes</li> </ul> <p><b>1.RF.3.A.a,b,e,j</b>  Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding words in context by using letter sound knowledge</li> <li>b. identifying letters for the spelling of short and long vowels</li> <li>e. combining sounds from letters and common spelling patterns to create and decode recognizable words</li> <li>j. reading high frequency words</li> </ul> <p><b>1.R.1.A.c</b>  Develop and demonstrate (comprehension) reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>c. seeking clarification and locating facts and details about stories and other texts</li> </ul> <p><b>1.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. engaging with and reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul> <p><b>1.R.2.A.a,b</b>  Read, infer, analyze, and draw conclusions (using fiction) to:</p> <ul style="list-style-type: none"> <li>a. describe characters, setting, problem, solution, and events in logical sequences</li> <li>b. describe the main idea of a story</li> </ul>	<p><b>1.RF.1.A.a,b</b>  Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>a. recognizing that sentences are comprised of words separated by spaces</li> <li>b. recognizing the distinguishing features of a sentence</li> </ul> <p><b>1.RF.3.A.g,k</b>  Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>g. reading irregularly spelled words in text</li> <li>k. demonstrating decoding skills when reading</li> </ul> <p><b>1.RF.4.A.a</b>  Read appropriate texts with fluency, with purpose, and for comprehension to:</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> <p><b>1.R.1.A.b</b>  Develop and demonstrate (comprehension) reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>b. asking and responding to relevant questions</li> </ul> <p><b>1.R.1.B.c</b>  Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>c. identifying words that name actions and words that name persons, places, or things</li> </ul> <p><b>1.L.1.B.a</b>  In written text, apply punctuation, capitalization, and spelling to:</p> <ul style="list-style-type: none"> <li>a. print legibly, using correct spacing between words</li> </ul>

## SKILLS 3 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
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**1.RF.2.A.a,c-e**

Develop phonemic awareness in the reading process by:

- a. producing and identifying sounds and syllables in spoken words
- c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
- d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends
- e. segmenting spoken words of three to five phonemes into individual phonemes

**1.RF.3.A.a,b,e,j**

Develop phonics in the reading process by:

- a. decoding words in context by using letter sound knowledge
- b. identifying letters for the spelling of short and long vowels
- e. combining sounds from letters and common spelling patterns to create and decode recognizable words
- j. reading high frequency words

**1.R.1.A.c,d**

Develop and demonstrate (comprehension) reading skills in response to text by:

- c. seeking clarification and locating facts and details about stories and other texts
- d. retelling main ideas in sequence including key details

**1.R.1.D.a,b**

Read independently for multiple purposes over sustained periods of time by:

- a. engaging with and reading text that is developmentally appropriate
- b. producing evidence of reading

**1.R.2.A.a,b**

Read, infer, analyze, and draw conclusions (using fiction) to:

- a. describe characters, setting, problem, solution, and events in logical sequences
- b. describe the main idea of a story

**1.W.1.B.a,b**

Appropriate to genre type, develop a draft from prewriting by:

- a. sequencing ideas into sentences and staying on topic
- b. generating evidence of a simple opening and simple closing

**1.W.1.C.a-c**

Reread, revise, and edit drafts with assistance from adults/peers to:

- a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing
- b. edit by leaving spaces between words in sentences
- c. edit for language conventions

**1.RF.3.A.g**

Develop phonics in the reading process by:

- g. reading irregularly spelled words in text

**1.RF.4.A.a**

Read appropriate texts with fluency, with purpose, and for comprehension to:

- a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

**1.R.1.A.b,f**

Develop and demonstrate (comprehension) reading skills in response to text by:

- b. asking and responding to relevant questions
- f. monitoring comprehension and making corrections and adjustments when that understanding breaks down

**1.R.1.B.c**

Develop an understanding of vocabulary by:

- c. identifying words that name actions and words that name persons, places, or things

**1.W.1.D.a**

- a. use a variety of conventional/digital tools to produce and publish writing

**1.L.1.A.a**

In speech and written form, apply standard English grammar to:

- a. use nouns and action verbs that designate past, present, and future in sentences

**1.L.1.B.a,e,f**

In written text, apply punctuation, capitalization, and spelling to:

- a. print legibly, using correct spacing between words
- e. spell words using regular spelling patterns
- f. spell words phonetically using phonemic awareness and spelling knowledge

<b>1.W.2.A.a-e</b> Write opinion texts that: <ul style="list-style-type: none"> <li>a. introduce a topic or text being studied</li> <li>b. state an opinion about the topic or text and provide a reason for the opinion</li> <li>c. use some specific words that are related to the topic</li> <li>d. follow a sense of order in writing</li> <li>e. provide some sense of closure</li> </ul> <b>1.W.2.C.a-c</b> Write fiction or non-fiction narratives and poems that: <ul style="list-style-type: none"> <li>a. narrate a story or experience</li> <li>b. use details to describe the story or experience</li> <li>c. place events in the order they occurred</li> </ul>	
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SKILLS 4 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<b>1.RF.2.A.a,c,d</b> Develop phonemic awareness in the reading process by: <ul style="list-style-type: none"> <li>a. producing and identifying sounds and syllables in spoken words</li> <li>c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed</li> <li>d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends</li> </ul> <b>1.RF.3.A.a,e,f,j</b> Develop phonics in the reading process by: <ul style="list-style-type: none"> <li>a. decoding words in context by using letter sound knowledge</li> <li>e. combining sounds from letters and common spelling patterns to create and decode recognizable words</li> <li>f. using syllabication patterns to decode words</li> <li>j. reading high frequency words</li> </ul> <b>1.R.1.A.c</b> Develop and demonstrate (comprehension) reading skills in response to text by: <ul style="list-style-type: none"> <li>c. seeking clarification and locating facts and details about stories and other texts</li> </ul> <b>1.R.1.D.a,b</b> Read independently for multiple purposes over sustained periods of time by: <ul style="list-style-type: none"> <li>a. engaging with and reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul>	<b>1.RF.3.A.g-i</b> Develop phonics in the reading process by: <ul style="list-style-type: none"> <li>g. reading irregularly spelled words in text</li> <li>h. reading root words with inflectional endings</li> <li>i. reading contractions and compound words</li> </ul> <b>1.RF.4.A.a</b> Read appropriate texts with fluency, with purpose, and for comprehension to: <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> <b>1.R.1.A.b,f</b> Develop and demonstrate (comprehension) reading skills in response to text by: <ul style="list-style-type: none"> <li>b. asking and responding to relevant questions</li> <li>f. monitoring comprehension and making corrections and adjustments when that understanding breaks down</li> </ul> <b>1.R.1.B.c,d,f</b> Develop an understanding of vocabulary by: <ul style="list-style-type: none"> <li>c. identifying words that name actions and words that name persons, places, or things</li> <li>d. recognizing that compound words are made up of shorter words</li> <li>f. sorting words into conceptual categories</li> </ul> <b>1.R.3.A.a</b> Read, infer, and draw conclusions (using text features in nonfiction) to:

<p><b>1.R.3.A.b,c</b>  Read, infer, and draw conclusions (using text features in nonfiction) to:</p> <ul style="list-style-type: none"> <li><b>b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words</b></li> <li><b>c. use text features to locate specific information in text</b></li> </ul> <p><b>1.R.3.C.b</b>  Read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <ul style="list-style-type: none"> <li><b>b. identify main ideas and provide supporting details</b></li> </ul> <p><b>1.W.1.B.a,b</b>  Appropriate to genre type, develop a draft from prewriting by:</p> <ul style="list-style-type: none"> <li><b>a. sequencing ideas into sentences and staying on topic</b></li> <li><b>b. generating evidence of a simple opening and simple closing</b></li> </ul> <p><b>1.W.1.C.a-c</b>  Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ul style="list-style-type: none"> <li><b>a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</b></li> <li><b>b. edit by leaving spaces between words in sentences</b></li> <li><b>c. edit for language conventions</b></li> </ul> <p><b>1.W.2.B.a-d</b>  Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li><b>a. introduce a topic or text being studied and supply facts</b></li> <li><b>b. use some specific words that are related to the topic</b></li> <li><b>c. follow a sense of order in writing</b></li> <li><b>d. create some sense of closure</b></li> </ul> <p><b>1.W.3.A.c</b>  Apply research process to:</p> <ul style="list-style-type: none"> <li><b>c. gather personal and natural evidence from available sources as well as from interviews with local experts</b></li> </ul>	<p>a. use text features to restate the main idea</p> <p><b>1.R.3.B.a,b</b>  Read, infer, and draw conclusions (using literary techniques in nonfiction) to:</p> <ul style="list-style-type: none"> <li>a. distinguish between fiction and nonfiction</li> <li>b. identify examples of sensory details</li> </ul> <p><b>1.R.3.C.a</b>  Read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <ul style="list-style-type: none"> <li>a. ask and answer questions to clarify meaning</li> </ul> <p><b>1.W.1.A.a</b>  Follow a writing process to plan a first draft by:</p> <ul style="list-style-type: none"> <li>a. brainstorming and recording key ideas</li> </ul> <p><b>1.W.3.A.a,b,d-f</b>  With assistance, apply research process to:</p> <ul style="list-style-type: none"> <li>a. generate a list of open-ended questions about topics of interest</li> <li>b. decide what sources of information might be relevant to answer these questions</li> <li>d. organize information found during group or individual research, using graphic organizers or other aids</li> <li>e. make informal presentations of information gathered</li> <li>f. self-evaluate using previously established teacher/student criteria</li> </ul> <p><b>1.L.1.A.a,b</b>  In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. use nouns and action verbs that designate past, present, and future in sentences</li> <li>b. use adjectives/adverbs in sentences</li> </ul> <p><b>1.L.1.B.a,e,f</b>  In written text, apply punctuation, capitalization, and spelling to:</p> <ul style="list-style-type: none"> <li>a. print legibly, using correct spacing between words</li> <li>e. spell words using regular spelling patterns</li> <li>f. spell words phonetically using phonemic awareness and spelling knowledge</li> </ul>
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SKILLS 5 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards

**1.RF.2.A.d**

Develop phonemic awareness in the reading process by:

d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends

**1.RF.3.A.a,d-f,j**

Develop phonics in the reading process by:

a. decoding words in context by using letter sound knowledge

d. producing consonant digraphs

e. combining sounds from letters and common spelling patterns to create and decode recognizable words

f. using syllabication patterns to decode words

j. reading high frequency words

**1.R.1.A.c**

Develop and demonstrate (comprehension) reading skills in response to text by:

c. seeking clarification and locating facts and details about stories and other texts

**1.R.1.B.b**

Develop an understanding of vocabulary by:

b. identifying common root words and their inflectional endings

**1.R.1.D.a,b**

Read independently for multiple purposes over sustained periods of time by:

a. engaging with and reading text that is developmentally appropriate

b. producing evidence of reading

**1.W.1.B.a,b**

Appropriate to genre type, develop a draft from prewriting by:

a. sequencing ideas into sentences and staying on topic

b. generating evidence of a simple opening and simple closing

**1.W.1.C.a-c**

Reread, revise, and edit drafts with assistance from adults/peers to:

a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing

b. edit by leaving spaces between words in sentences

c. edit for language conventions

**1.W.2.A.a-e**

Write opinion texts that:

a. introduce a topic or text being studied

b. state an opinion about the topic or text and provide a reason for the opinion

c. use some specific words that are related to the topic

d. follow a sense of order in writing

**1.RF.3.A.g-i,k**

Develop phonics in the reading process by:

g. reading irregularly spelled words in text

h. reading root words with inflectional endings

**1.RF.4.A.a**

Read appropriate texts with fluency, with purpose, and for comprehension to:

a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

**1.R.1.A.b,f**

Develop and demonstrate (comprehension) reading skills in response to text by:

b. asking and responding to relevant questions

f. monitoring comprehension and making corrections and adjustments when that understanding breaks down

**1.R.1.B.a**

Develop an understanding of vocabulary by:

a. using common affixes to figure out the meaning of a word

**1.L.1.A.b,e**

In speech and written form, apply standard English grammar to:

b. use adjectives/adverbs in sentences

e. use common prepositions

**1.L.1.B.a**

In written text, apply punctuation, capitalization, and spelling to:

a. print legibly, using correct spacing between words



<p>e. provide some sense of closure</p> <p><b>1.L.1.A.g</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>g. produce complete simple and compound sentences</p> <p><b>1.L.1.B.b</b></p> <p>In written text, apply punctuation, capitalization, and spelling to:</p> <p>b. use ending punctuation</p>	
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SKILLS 6 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>1.RF.2.A.d</b></p> <p>Develop phonemic awareness in the reading process by:</p> <p>d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends</p> <p><b>1.RF.3.A.a,d-f,j</b></p> <p>Develop phonics in the reading process by:</p> <p>a. decoding words in context by using letter sound knowledge</p> <p>d. producing consonant digraphs</p> <p>e. combining sounds from letters and common spelling patterns to create and decode recognizable words</p> <p>f. using syllabication patterns to decode words</p> <p>j. reading high frequency words</p> <p><b>1.R.1.A.c</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>c. seeking clarification and locating facts and details about stories and other texts</p> <p><b>1.R.1.B.b</b></p> <p>Develop an understanding of vocabulary by:</p> <p>b. identifying common root words and their inflectional endings</p> <p><b>1.R.1.D.a,b</b></p> <p>Read independently for multiple purposes over sustained periods of time by:</p> <p>a. engaging with and reading text that is developmentally appropriate</p> <p>b. producing evidence of reading</p> <p><b>1.R.2.A.g</b></p> <p>Read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>g. compare and contrast adventures and experiences of characters in stories</p>	<p><b>1.RF.3.A.g,h</b></p> <p>Develop phonics in the reading process by:</p> <p>g. reading irregularly spelled words in text</p> <p>h. reading root words with inflectional endings</p> <p><b>1.RF.4.A.a</b></p> <p>Read appropriate texts with fluency, with purpose, and for comprehension to:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>1.R.1.A.b,f</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>b. asking and responding to relevant questions</p> <p>f. monitoring comprehension and making corrections and adjustments when that understanding breaks down</p> <p><b>1.R.2.A.e</b></p> <p>Read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>e. explain the actions of the main character and the reasons for those actions</p> <p><b>1.W.1.D.a</b></p> <p>With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p> <p><b>1.L.1.A.b,c,e,f</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>b. use adjectives/adverbs in sentences</p> <p>c. use the conjunctions and, but, and so in sentences</p> <p>e. use common prepositions</p> <p>f. use common pronouns</p>

<p><b>1.W.1.B.a,b</b>  <b>Appropriate to genre type, develop a draft from prewriting by:</b>  <b>a. sequencing ideas into sentences and staying on topic</b>  <b>b. generating evidence of a simple opening and simple closing</b></p> <p><b>1.W.1.C.a-c</b>  <b>Reread, revise, and edit drafts with assistance from adults/peers to:</b>  <b>a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</b>  <b>b. edit by leaving spaces between words in sentences</b>  <b>c. edit for language conventions</b></p> <p><b>1.W.2.C.a-f</b>  <b>Write fiction or non-fiction narratives and poems that:</b>  <b>a. narrate a story or experience</b>  <b>b. use details to describe the story or experience</b>  <b>c. place events in the order they occurred</b>  <b>d. use linking words to indicate beginning/middle/end</b>  <b>e. use words related to the topic</b>  <b>f. provide a reaction to what happened in the events</b></p> <p><b>1.L.1.A.g</b>  <b>In speech and written form, apply standard English grammar to:</b>  <b>g. produce complete simple and compound sentences</b></p>	<p><b>1.L.1.B.d</b>  <b>In written text, apply punctuation, capitalization, and spelling to:</b>  <b>d. use commas to separate single words in a series</b></p>
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<b>KNOWLEDGE 1 Unit MLS Standards: Instructional Alignment of Priority &amp; Supporting Standards</b>	
<b>Priority Standards</b>	<b>Supporting Standards</b>
<p><b>1.R.1.A.d</b>  <b>Develop and demonstrate (comprehension) reading skills in response to text by:</b>  <b>d. retelling main ideas in sequence including key details</b></p> <p><b>1.R.1.B.i</b>  <b>Develop an understanding of vocabulary by:</b>  <b>i. using words and phrases acquired through conversations, reading and being read to, and responding to texts</b></p> <p><b>1.R.2.A.a,b</b>  <b>Read, infer, analyze, and draw conclusions (using fiction) to:</b>  <b>a. describe characters, setting, problem, solution, and events in logical sequences</b>  <b>b. describe the main idea of a story</b></p> <p><b>1.SL.3.A.c</b>  <b>Speak clearly and to the point using conventions of language (in</b></p>	<p><b>1.R.1.A.b,e</b>  <b>Develop and demonstrate reading skills in response to text by:</b>  <b>b. asking and responding to relevant questions</b>  <b>e. recognizing beginning, middle, and end</b></p> <p><b>1.R.2.A.c,d</b>  <b>Read, infer, analyze, and draw conclusions (using fiction) to:</b>  <b>c. describe sensory details</b>  <b>d. explain recurring phrases and why they are used</b></p> <p><b>1.R.C.a,b</b>  <b>Read, infer, analyze, and draw conclusions (using drama) to:</b>  <b>a. identify characters and dialogue in plays or performances by actors</b>  <b>b. recognize sensory details in literary texts</b></p> <p><b>1.SL.1.A.a,b</b>  <b>Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by:</b></p>

collaborative discussions) when presenting individually or with a group by: c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question	a. a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others
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KNOWLEDGE 2 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<b>1.R.1.B.i</b> Develop an understanding of vocabulary by: i. using words and phrases acquired through conversations, reading and being read to, and responding to texts <b>1.R.3.C.b</b> Read, infer, and draw conclusions (using text structures in nonfiction) to: b. identify main ideas and provide supporting details <b>1.W.2.B.a,b,d</b> Write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic d. create some sense of closure <b>1.SL.3.A.c</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by: c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question	<b>1.R.2.B.a</b> Read, infer, and draw conclusions (using poetry) to: a. use rhythm, rhyme & alliteration through identifying regular beat and similarities in word sounds <b>1.R.3.C.c</b> Read, infer, and draw conclusions (using text structures in nonfiction) to: c. describe the connection between two individuals, events, ideas, or pieces of information in a text <b>1.SL.1.A.a,b</b> Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by: a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others <b>1.SL.4.A.b</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: b. reciting poetry with a group or individually

KNOWLEDGE 3 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<b>1.R.1.A.d</b> Develop and demonstrate (comprehension) reading skills in response to text by: d. retelling main ideas in sequence including key details <b>1.R.1.B.i</b> Develop an understanding of vocabulary by:	<b>1.R.1.A.e</b> Develop and demonstrate (comprehension) reading skills in response to text by: e. recognizing beginning, middle, and end <b>1.R.1.B.e</b> Develop an understanding of vocabulary by:

i. using words and phrases acquired through conversations, reading and being read to, and responding to texts  
**1.R.2.A.a,b,g**  
 Read, infer, analyze, and draw conclusions (using fiction) to:  
 a. describe characters, setting, problem, solution, and events in logical sequences  
 b. describe the main idea of a story  
 g. compare and contrast adventures and experiences of characters in stories  
**1.SL.3.A.c**  
 Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:  
 c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question

e. determining what words mean by how they are used in context of a sentence either heard or read  
**1.R.2.A.c,d**  
 Read, infer, analyze, and draw conclusions (using fiction) to:  
 c. describe sensory details  
 d. explain recurring phrases and why they are used  
**1.R.2.C.a,b**  
 Read, infer, analyze, and draw conclusions (using drama) to:  
 a. identify characters and dialogue in plays or performances by actors  
 b. recognize sensory details in literary texts  
**1.SL.2.A.a**  
 Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by:  
 a. demonstrating active listening, according to classroom expectations  
**1.SL.4.A.a,c**  
 Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:  
 a. explaining a topic (student-chosen or teacher-assigned) using a prop, picture, or other visual aid with assistance to show understanding  
 c. using complete sentences and adjusting volume as needed

KNOWLEDGE 4 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<b>1.R.1.A.d</b> Develop and demonstrate (comprehension) reading skills in response to text by: d. retelling main ideas in sequence including key details <b>1.R.1.B.i</b> Develop an understanding of vocabulary by: i. using words and phrases acquired through conversations, reading and being read to, and responding to texts <b>1.W.3.A.c</b> Apply research process to: c. gather personal and natural evidence from available sources as well as from interviews with local experts <b>1.SL.3.A.c</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:	<b>1.R.1.A.a</b> Develop and demonstrate (comprehension) reading skills in response to text by: a. predicting what will happen next using prior knowledge <b>1.R.1.B.f</b> Develop an understanding of vocabulary by: f. sorting words into conceptual categories <b>1.R.1.C.a</b> Determine the connection between: a. text to text (text ideas, including similarities and differences in fiction and nonfiction) <b>1.R.3.C.c,e</b> Read, infer, and draw conclusions (using text structures in nonfiction) to: c. describe the connection between two individuals, events, ideas, or

<p><b>c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question</b></p>	<p>pieces of information in a text  e. identify similarities and differences between texts on the same topic  <b>1.W.3.A.d</b>  With assistance, apply research process to:  d. organize information found during group or individual research, using graphic organizers or other aids  <b>1.L.1.A.f</b>  In speech and written form, apply standard English grammar to:  f. use common pronouns  <b>1.SL.3.A.a</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:  a. taking turns speaking according to classroom expectations  <b>b. building on others' talk in conversations by responding to the comments of others</b></p>
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<b>KNOWLEDGE 5 Unit MLS Standards: Instructional Alignment of Priority &amp; Supporting Standards</b>
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Priority Standards	Supporting Standards
<p><b>1.R.1.A.d</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  d. retelling main ideas in sequence including key details  <b>1.R.1.B.i</b>  Develop an understanding of vocabulary by:  i. using words and phrases acquired through conversations, reading and being read to, and responding to texts  <b>1.W.2.B.a,b,d</b>  Write informative/explanatory texts that:  a. introduce a topic or text being studied and supply facts  b. use some specific words that are related to the topic  d. create some sense of closure  <b>1.W.3.A.c</b>  Apply research process to:  c. gather personal and natural evidence from available sources as well as from interviews with local experts  <b>1.SL.3.A.c</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p>	<p><b>1.R.1.A.a</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  a. predicting what will happen next using prior knowledge  <b>1.R.1.B.f</b>  Develop an understanding of vocabulary by:  f. sorting words into conceptual categories  <b>1.R.1.C.a</b>  Determine the connection between:  a. text to text (text ideas, including similarities and differences in fiction and nonfiction)  <b>1.R.3.C.c,e</b>  Read, infer, and draw conclusions (using text structures in nonfiction) to:  c. describe the connection between two individuals, events, ideas, or pieces of information in a text  e. identify similarities and differences between texts on the same topic  <b>1.W.3.A.d</b>  With assistance, apply research process to:  d. organize information found during group or individual research, using graphic organizers or other aids</p>

**c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question**

**1.L.1.A.f**

In speech and written form, apply standard English grammar to:  
f. use common pronouns

**1.SL.3.A.a**

Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:

- a. taking turns speaking according to classroom expectations
- b. building on others' talk in conversations by responding to the comments of others

**KNOWLEDGE 6 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards**

**Priority Standards**

**1.R.1.B.i**  
Develop an understanding of vocabulary by:  
i. using words and phrases acquired through conversations, reading and being read to, and responding to texts

**1.R.3.A.b**  
Read, infer, and draw conclusions (using text features in nonfiction) to:  
b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words

**1.R.3.C.b**  
Read, infer, and draw conclusions (using text structures in nonfiction) to:  
b. identify main ideas and provide supporting details

**1.W.2.A.b,c**  
Write opinion texts that:  
b. state an opinion about the topic or text and provide a reason for the opinion  
c. use some specific words that are related to the topic

**1.W.2.B.a-c**  
Write informative/explanatory texts that:  
a. introduce a topic or text being studied and supply facts  
b. use some specific words that are related to the topic  
c. follow a sense of order in writing

**1.SL.3.A.c**  
Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group

**Supporting Standards**

**1.R.1.A.b**  
Develop and demonstrate (comprehension) reading skills in response to text by:  
b. asking and responding to relevant questions

**1.R.1.B.g**  
Develop an understanding of vocabulary by:  
g. distinguishing shades of meaning among verbs and adjectives

**1.R.1.C.a**  
Determine the connection between:  
a. text to text (text ideas, including similarities and differences in fiction and nonfiction)

**1.R.2.B.a**  
Read, infer, and draw conclusions (using poetry) to:  
a. use rhythm, rhyme & alliteration through identifying regular beat and similarities in word sounds

**1.R.3.A.a**  
Read, infer, and draw conclusions (using text features in nonfiction) to:  
a. use text features to restate the main idea

**1.R.3.B.a**  
Read, infer, and draw conclusions (using literary techniques in nonfiction) to:  
a. distinguish between fiction and nonfiction

**1.R.3.C.a,c**  
Read, infer, and draw conclusions (using text structures in nonfiction) to:

by: c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question	a. ask and answer questions to clarify meaning c. describe the connection between two individuals, events, ideas, or pieces of information in a text <b>1.L.1.A.f</b> In speech and written form, apply standard English grammar to: f. use common pronouns
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### KNOWLEDGE 7 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<b>1.R.1.B.i</b> Develop an understanding of vocabulary by: i. using words and phrases acquired through conversations, reading and being read to, and responding to texts <b>1.R.3.A.b,c</b> Read, infer, and draw conclusions (using text features in nonfiction) to: b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words c. use text features to locate specific information in text <b>1.R.3.C.b</b> Read, infer, and draw conclusions (using text structures in nonfiction) to: b. identify main ideas and provide supporting details <b>1.W.2.B.a-d</b> Write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic c. follow a sense of order in writing d. create some sense of closure <b>1.SL.3.A.c</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by: c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question	<b>1.R.3.A.a</b> Read, infer, and draw conclusions (using text features in nonfiction) to: a. use text features to restate the main idea <b>1.L.1.A.e</b> In speech and written form, apply standard English grammar to: e. use common prepositions

### KNOWLEDGE 8 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<b>1.R.1.B.i</b> Develop an understanding of vocabulary by: i. using words and phrases acquired through conversations, reading and being read to, and responding to texts <b>1.R.3.C.b</b> Read, infer, and draw conclusions (using text structures in nonfiction) to: b. identify main ideas and provide supporting details <b>1.W.2.B.a-c</b> Write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic c. follow a sense of order in writing <b>1.SL.3.A.c</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by: c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question	<b>1.RF.3.A.i</b> Develop phonics in the reading process by: i. reading contractions and compound words <b>1.R.1.B.d,g</b> Develop an understanding of vocabulary by: d. recognizing that compound words are made up of shorter words g. distinguishing shades of meaning among verbs and adjectives <b>1.R.3.C.c,e</b> Read, infer, and draw conclusions (using text structures in nonfiction) to: c. describe the connection between two individuals, events, ideas, or pieces of information in a text e. identify similarities and differences between texts on the same topic

### KNOWLEDGE 9 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<b>1.R.1.A.d</b> Develop and demonstrate (comprehension) reading skills in response to text by: d. retelling main ideas in sequence including key details <b>1.R.1.B.i</b> Develop an understanding of vocabulary by: i. using words and phrases acquired through conversations, reading and being read to, and responding to texts <b>1.R.2.A.a,g</b> Read, infer, analyze, and draw conclusions (using fiction) to: a. describe characters, setting, problem, solution, and events in logical sequences g. compare and contrast adventures and experiences of characters in stories <b>1.W.1.C.a</b>	<b>1.R.1.B.g</b> Develop an understanding of vocabulary by: g. distinguishing shades of meaning among verbs and adjectives <b>1.R.1.C.a</b> Determine the connection between: a. text to text (text ideas, including similarities and differences in fiction and nonfiction)



<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <p>a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</p> <p><b>1.W.2.C.a-f</b></p> <p>Write fiction or non-fiction narratives and poems that:</p> <p>a. narrate a story or experience</p> <p>b. use details to describe the story or experience</p> <p>c. place events in the order they occurred</p> <p>d. use linking words to indicate beginning/middle/end</p> <p>e. use words related to the topic</p> <p>f. provide a reaction to what happened in the events</p> <p><b>1.SL.3.A.c</b></p> <p>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question</p>	
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KNOWLEDGE 10 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>1.R.1.A.d</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>d. retelling main ideas in sequence including key details</p> <p><b>1.R.1.B.i</b></p> <p>Develop an understanding of vocabulary by:</p> <p>i. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p><b>1.W.2.B.a-d</b></p> <p>Write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studied and supply facts</p> <p>b. use some specific words that are related to the topic</p> <p>c. follow a sense of order in writing</p> <p>d. create some sense of closure</p> <p><b>1.SL.3.A.c</b></p> <p>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question</p>	<p><b>1.W.1.D.a</b></p> <p>With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p>

**KNOWLEDGE 11 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards**

Priority Standards	Supporting Standards
<p><b>1.R.1.B.i</b> <b>Develop an understanding of vocabulary by:</b> <b>i. using words and phrases acquired through conversations, reading and being read to, and responding to texts</b></p> <p><b>1.W.2.B.a-c</b> <b>Write informative/explanatory texts that:</b> <b>a. introduce a topic or text being studied and supply facts</b> <b>b. use some specific words that are related to the topic</b> <b>c. follow a sense of order in writing</b></p> <p><b>1.SL.3.A.c</b> <b>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</b> <b>c. confirming comprehension of read-alouds and other media by retelling and asking appropriate question</b></p>	<p><b>1.R.3.C.d</b> <b>Read, infer, and draw conclusions (using text structures in nonfiction) to:</b> <b>d. identify reasons an author gives to support points in a text</b></p>