

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: New York Core Curriculum

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

New York Core Curriculum

Language Arts

Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD /	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for

CONCEPTUAL UNDERSTANDING		grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	1.RF.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.

EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards

UNIFYING THEME		
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.a.	Print all upper- and lowercase letters.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.c.	Use commas in dates and to separate single words in a series.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use

STANDARD / CONCEPTUAL UNDERSTANDING	1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 1

New York Core Curriculum
Language Arts
Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDIN G	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDIN G	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDIN G	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDIN G	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDIN G	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING	NY.CC.1. W.	Writing Standards

THEME		
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Responding to Literature
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.11.	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards

CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use

IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 2

New York Core Curriculum

Language Arts

Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD /	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONCEPTUAL UNDERSTANDING		
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.2.	Identify the main topic and retell key details of a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.8.	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade

G		
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	1.RF.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPECIFICATION		
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

EXPECTATION / CONTENT SPECIFICATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 3

New York Core Curriculum
Language Arts
Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN /	NY.CC.1.RL.	Reading Standards for Literature

UNIFYING THEME		
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards

UNIFYING THEME		
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards

CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 4

**New York Core Curriculum
Language Arts
Grade 1 - Adopted: 2011**

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

UNDERSTANDING		
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.2.	Identify the main topic and retell key details of a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.8.	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION / CONTENT SPECIFICATION	1.RF.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

New York Core Curriculum

Language Arts

Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

UNDERSTANDING		
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY		Production and Distribution of Writing

IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / CONTENT SPECIFICATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 7

New York Core Curriculum
Language Arts
Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
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CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / CONTENT SPECIFICATION	1.RF.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING	NY.CC.1.RF.	Reading Standards: Foundational Skills

THEME		
CATEGORY / CLUSTER / KEY IDEA		Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / CONTENT SPECIFICATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.W.	Writing Standards
CATEGORY / CLUSTER / KEY		Production and Distribution of Writing

IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Responding to Literature
STANDARD / CONCEPTUAL UNDERSTANDING	1.W.11.	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / CONTENT SPECIFICATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

STANDARD / CONCEPTUAL UNDERSTANDING	1.SL.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION / CONTENT SPECIFICATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / CONTENT SPECIFICATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.