

**Main Criteria:** Classroom Supplement Units Grade 1  
**Secondary Criteria:** Rhode Island Standards and State Frameworks  
**Subject:** Language Arts  
**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### Rhode Island Standards and State Frameworks

#### Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RL.1.2.</b>	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>
<b>GSE STEM</b>	<b>RL.1.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.1.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.1.7.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.1.10.</b>	<b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonological Awareness</b>
<b>GSE STEM</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(a)</b>	<b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(b)</b>	<b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(a)</b>	<b>Know the spelling-sound correspondences for common consonant digraphs.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(b)</b>	<b>Decode regularly spelled one-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(c)</b>	<b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF</b>		<b>Fluency</b>

ENDURING KNOWLEDGE		
GSE STEM	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
SPECIFIC INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
SPECIFIC INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

SPECIFIC INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
SPECIFIC INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
SPECIFIC INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
SPECIFIC INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.1.2(b)	Use end punctuation for sentences.
SPECIFIC INDICATOR	L.1.2(c)	Use commas in dates and to separate single words in a series.
SPECIFIC INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SPECIFIC INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.4.	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.
SPECIFIC INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Rhode Island Standards and State Frameworks

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RL.1.1.	Ask and answer questions about key details in a text.
GSE STEM	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GSE STEM	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity

GSE STEM	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SPECIFIC INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
SPECIFIC INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
SPECIFIC INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
GSE STEM	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
GSE STEM	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
SPECIFIC INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
SPECIFIC INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
SPECIFIC INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SPECIFIC INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.4.	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.
SPECIFIC INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Rhode Island Standards and State Frameworks

Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RL.1.2.</b>	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>
<b>GSE STEM</b>	<b>RL.1.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.1.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>GSE STEM</b>	<b>RL.1.5.</b>	<b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.1.7.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.1.10.</b>	<b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>
<b>DOMAIN</b>	<b>RI.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RI.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RI.1.2.</b>	<b>Identify the main topic and retell key details of a text.</b>
<b>DOMAIN</b>	<b>RI.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RI.1.4.</b>	<b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>
<b>GSE STEM</b>	<b>RI.1.6.</b>	<b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>
<b>DOMAIN</b>	<b>RI.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RI.1.7.</b>	<b>Use the illustrations and details in a text to describe its key ideas.</b>
<b>GSE STEM</b>	<b>RI.1.8.</b>	<b>Identify the reasons an author gives to support points in a text.</b>
<b>DOMAIN</b>	<b>RI.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RI.1.10.</b>	<b>With prompting and support, read informational texts appropriately complex for grade</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonological Awareness</b>
<b>GSE STEM</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(a)</b>	<b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>
<b>SPECIFIC</b>	<b>RF.1.2(b)</b>	<b>Orally produce single-syllable words by blending sounds (phonemes), including</b>

INDICATOR		consonant blends.
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
SPECIFIC INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
SPECIFIC INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
GSE STEM	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.1.6.</b>	<b>Produce complete sentences when appropriate to task and situation.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(b)</b>	<b>Use common, proper, and possessive nouns.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(c)</b>	<b>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(f)</b>	<b>Use frequently occurring adjectives.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(i)</b>	<b>Use frequently occurring prepositions (e.g., during, beyond, toward).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(j)</b>	<b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(b)</b>	<b>Use end punctuation for sentences.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(d)</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(e)</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.1.4.</b>	<b>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.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.5(c)</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>

Unit 3

**Rhode Island Standards and State Frameworks**  
**Language Arts**  
Grade 1 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RL.1.2.</b>	<b>Retell stories, including key details, and demonstrate understanding of their central</b>



		message or lesson.
GSE STEM	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SPECIFIC INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
SPECIFIC INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
SPECIFIC INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
SPECIFIC INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and

		suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.1.7.</b>	<b>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.1.1(a)</b>	<b>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).</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.1.1(b)</b>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.1.1(c)</b>	<b>Ask questions to clear up any confusion about the topics and texts under discussion.</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.1.3.</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.1.6.</b>	<b>Produce complete sentences when appropriate to task and situation.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(b)</b>	<b>Use common, proper, and possessive nouns.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(e)</b>	<b>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).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(f)</b>	<b>Use frequently occurring adjectives.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(j)</b>	<b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(b)</b>	<b>Use end punctuation for sentences.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(d)</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(e)</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.1.4.</b>	<b>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.</b>

SPECIFIC INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Rhode Island Standards and State Frameworks

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RL.1.1.	Ask and answer questions about key details in a text.
GSE STEM	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GSE STEM	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	RI.RI.1.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RI.1.1.	Ask and answer questions about key details in a text.
GSE STEM	RI.1.2.	Identify the main topic and retell key details of a text.
DOMAIN	RI.RI.1.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GSE STEM	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN	RI.RI.1.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GSE STEM	RI.1.8.	Identify the reasons an author gives to support points in a text.

<b>DOMAIN</b>	<b>RI.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RI.1.10.</b>	<b>With prompting and support, read informational texts appropriately complex for grade</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonological Awareness</b>
<b>GSE STEM</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(a)</b>	<b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(c)</b>	<b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(a)</b>	<b>Know the spelling-sound correspondences for common consonant digraphs.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(b)</b>	<b>Decode regularly spelled one-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(c)</b>	<b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>W.1.2.</b>	<b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>W.1.5.</b>	<b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b>
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.1.7.</b>	<b>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</b>
<b>GSE STEM</b>	<b>W.1.8.</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics</b>

		and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GSE STEM	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SPECIFIC INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
SPECIFIC INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
SPECIFIC INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.1.2(b)	Use end punctuation for sentences.
SPECIFIC INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SPECIFIC INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.4.	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.
SPECIFIC INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

## Rhode Island Standards and State Frameworks

## Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.1.1.</b>	Ask and answer questions about key details in a text.
<b>GSE STEM</b>	<b>RL.1.2.</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>GSE STEM</b>	<b>RL.1.3.</b>	Describe characters, settings, and major events in a story, using key details.
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.1.4.</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.1.7.</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>DOMAIN</b>	<b>RI.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.1.10.</b>	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonological Awareness</b>
<b>GSE STEM</b>	<b>RF.1.2.</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(a)</b>	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(b)</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(c)</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.1.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(a)</b>	Know the spelling-sound correspondences for common consonant digraphs.
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(b)</b>	Decode regularly spelled one-syllable words.
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(c)</b>	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>SPECIFIC INDICATOR</b>	<b>RF.1.4(a)</b>	Read on-level text with purpose and understanding.
<b>SPECIFIC</b>	<b>RF.1.4(b)</b>	Read on-level text orally with accuracy, appropriate rate, and expression on

INDICATOR		successive readings.
SPECIFIC INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN	RI.W.1.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	RI.SL.1.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
SPECIFIC INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SPECIFIC INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
SPECIFIC INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
SPECIFIC INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	RI.L.1.	Language Standards

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.1.2(b)	Use end punctuation for sentences.
SPECIFIC INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SPECIFIC INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.4.	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.
SPECIFIC INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	RI.L.1.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Rhode Island Standards and State Frameworks  
Language Arts  
Grade 1 - Adopted: 2010

DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RL.1.1.	Ask and answer questions about key details in a text.
GSE STEM	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GSE STEM	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	RI.RL.1.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	RI.RF.1.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness



<b>KNOWLEDGE</b>		
<b>GSE STEM</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(a)</b>	<b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(b)</b>	<b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.2(c)</b>	<b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(a)</b>	<b>Know the spelling-sound correspondences for common consonant digraphs.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(b)</b>	<b>Decode regularly spelled one-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.3(c)</b>	<b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>
<b>DOMAIN</b>	<b>RI.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.1.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>W.1.3.</b>	<b>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b>
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>W.1.5.</b>	<b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b>
<b>DOMAIN</b>	<b>RI.W.1.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.1.7.</b>	<b>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.1.1(a)</b>	<b>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).</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.1.1(b)</b>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.1.1(c)</b>	<b>Ask questions to clear up any confusion about the topics and texts under discussion.</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>

<b>KNOWLEDGE</b>		
<b>GSE STEM</b>	<b>SL.1.3.</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>
<b>DOMAIN</b>	<b>RI.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.1.6.</b>	<b>Produce complete sentences when appropriate to task and situation.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(b)</b>	<b>Use common, proper, and possessive nouns.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(c)</b>	<b>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(f)</b>	<b>Use frequently occurring adjectives.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.1(j)</b>	<b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(b)</b>	<b>Use end punctuation for sentences.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(d)</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.2(e)</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>DOMAIN</b>	<b>RI.L.1.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.1.5(c)</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>