

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2010

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

SKILLS		successive readings.
SUPPORTING SKILLS	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	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).
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(a)	Print all upper- and lowercase letters.
SUPPORTING SKILLS	L.1.1(b)	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.
SUPPORTING SKILLS	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English

STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(b)	Use end punctuation for sentences.
SUPPORTING SKILLS	L.1.2(c)	Use commas in dates and to separate single words in a series.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

South Dakota Content Standards
Language Arts
Grade 1 - Adopted: 2010

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

SKILLS		
SUPPORTING SKILLS	RF.1.3(b)	Decode regularly spelled one-syllable words.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.1.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	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).
STANDARD	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(b)	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.

SKILLS		
SUPPORTING SKILLS	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2010

GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
GOAL/STRAND	SD.RI.1.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details

CHMARK		
STANDARD	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD	RI.1.2.	Identify the main topic and retell key details of a text.
GOAL/STRAND	SD.RI.1.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Craft and Structure
STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
GOAL/STRAND	SD.RI.1.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Integration of Knowledge and Ideas
STANDARD	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD	RI.1.8.	Identify the reasons an author gives to support points in a text.
GOAL/STRAND	SD.RI.1.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
SUPPORTING SKILLS	RF.1.3(b)	Decode regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.1.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BEN CHMARK		Text Types and Purposes
STANDARD	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.
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BEN CHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	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).
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(b)	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.
SUPPORTING SKILLS	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(b)	Use end punctuation for sentences.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.L.1.	Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2010

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

SKILLS		rereading as necessary.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	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).
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(b)	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(b)	Use end punctuation for sentences.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

**South Dakota Content Standards
Language Arts
Grade 1 - Adopted: 2010**

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

GOAL/STRAND	SD.RI.1.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
SUPPORTING SKILLS	RF.1.3(b)	Decode regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.1.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	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).
STANDARD	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.

GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(b)	Use end punctuation for sentences.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2010

GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.

STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.RL.1.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
SUPPORTING SKILLS	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
SUPPORTING SKILLS	RF.1.3(b)	Decode regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
GOAL/STRAND	SD.RF.1.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.1.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge

CHMARK		
STANDARD	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).
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(b)	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(b)	Use end punctuation for sentences.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

SUPPORTING SKILLS	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
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Unit 7

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2010

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

CHMARK		
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BEN CHMARK		Production and Distribution of Writing
STANDARD	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.
GOAL/STRAND	SD.W.1.	Writing Standards
INDICATOR/BEN CHMARK		Research to Build and Present Knowledge
STANDARD	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).
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SUPPORTING SKILLS	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Comprehension and Collaboration
STANDARD	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.
GOAL/STRAND	SD.SL.1.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BEN CHMARK		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.1.1(b)	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	L.1.1(f)	Use frequently occurring adjectives.
SUPPORTING SKILLS	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BEN CHMARK		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.1.2(b)	Use end punctuation for sentences.
SUPPORTING SKILLS	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
SUPPORTING SKILLS	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.L.1.	Language Standards
INDICATOR/BEN CHMARK		Vocabulary Acquisition and Use

STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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