

# Main Criteria: Classroom Supplement and Lesson Plans - First Grade

**Secondary Criteria:** Alaska Content and Performance Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

### Alaska Content and Performance Standards

#### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**     **Key Ideas and Details**

GOAL     RL.1.3.     Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**     **Craft and Structure**

GOAL     RL.1.4.     Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**     **Integration of Knowledge and Ideas**

GOAL     RL.1.7.     Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**     **Range of Reading and Level of Complexity**

GOAL     RL.1.10.     With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1. Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR      RF.1.1.a.      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1. Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR      RF.1.2.b.      Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1. Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR      RF.1.3.a.      Know the spelling-sound correspondences for common consonant digraphs.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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# Alaska Content and Performance Standards

## Language Arts

### Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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#### PERFORMANCE / CONTENT STANDARD AK.W.1. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	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 (e.g., restate at the end the most interesting fact or the most important idea shared).
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#### PERFORMANCE / CONTENT STANDARD AK.W.1. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	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.
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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).
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INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

INDICATOR	RF.1.3.f.	Read words with inflectional endings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</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>
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1. Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR      RF.1.2.a.      Distinguish long from short vowel sounds in spoken single-syllable words.

INDICATOR      RF.1.2.b.      Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1. Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR      RF.1.3.a.      Know the spelling-sound correspondences for common consonant digraphs.

INDICATOR      RF.1.3.d.      Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

INDICATOR      RF.1.3.e.      Decode two-syllable words following basic patterns by breaking the words into syllables.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL      SL.1.2.      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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# Alaska Content and Performance Standards

## Language Arts

### Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 05: Pre-Writing, p. 65-71

**Alaska Content and Performance Standards**

**Language Arts**  
**Grade 1 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.a.	Capitalize dates and names of people.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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**Alaska Content and Performance Standards**

**Language Arts**

**Grade 1 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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INDICATOR	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR      L.1.2.b.      Use end punctuation for sentences.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL      L.1.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 07: Pre-Writing, p. 81-87

**Alaska Content and Performance Standards**

**Language Arts**

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL      RL.1.3.      Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL      RL.1.4.      Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>



GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
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GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.f.	Read words with inflectional endings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</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>
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

##### GRADE LEVEL EXPECTATION / STRAND Craft and Structure

GOAL RL.1.4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

##### GRADE LEVEL EXPECTATION / STRAND Integration of Knowledge and Ideas

GOAL RL.1.7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

##### GRADE LEVEL EXPECTATION / STRAND Range of Reading and Level of Complexity

GOAL RL.1.10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

##### GRADE LEVEL EXPECTATION / STRAND Print Concepts

GOAL RF.1.1. Demonstrate understanding of the organization and basic features of print.

INDICATOR RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 10: Unit 2 Writing from Notes, p. 109-115

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
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GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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INDICATOR	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**



GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.

INDICATOR	L.1.1.h.	Use determiners (e.g., articles, demonstratives).
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.1.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.a.	Capitalize dates and names of people.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.1.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 11: Unit 2 Writing from Notes, p. 117-123

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 1 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 12: Unit 2 Writing from Notes, p. 125-132

## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
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GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
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GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>

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).
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INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

**PERFORMANCE / CONTENT STANDARD**     **AK.L.1.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.a.	Capitalize dates and names of people.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.

**PERFORMANCE / CONTENT STANDARD**     **AK.L.1.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 13: Unit 2 Writing from Notes, p. 133-139

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</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>
INDICATOR	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).
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INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	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.
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INDICATOR	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

INDICATOR      RF.1.2.a.      Distinguish long from short vowel sounds in spoken single-syllable words.

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR      RF.1.4.b.      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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GOAL      SL.1.2.      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	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.
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INDICATOR	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).
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INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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<b>GOAL</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.1.5.d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.1.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.1.2.	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.1.6.	Distinguish between information provided by photos or other graphics and information provided by the words in a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.



INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
GOAL	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 (e.g., restate at the end the most interesting fact or the most important idea shared).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	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 or combine or summarize information/facts learned).
GOAL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 19: Unit 4 Summarizing a Reference, p. 1870193

## Alaska Content and Performance Standards

### Language Arts

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**      **Key Ideas and Details**

GOAL      RL.1.3.      Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**      **Craft and Structure**

GOAL      RL.1.4.      Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**      **Integration of Knowledge and Ideas**

GOAL      RL.1.7.      Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**      **Range of Reading and Level of Complexity**

GOAL      RL.1.10.      With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.1.**      **Reading Standards for Informational Text**

**GRADE LEVEL EXPECTATION / STRAND**      **Key Ideas and Details**

GOAL      RI.1.1.      With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.

GOAL      RI.1.2.      Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.1.**      **Reading Standards for Informational Text**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.1.6.	Distinguish between information provided by photos or other graphics and information provided by the words in a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**PERFORMANCE / CONTENT STANDARD**     **AK.L.1.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RL.1.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RI.1.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.1.2.	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.1.6.	Distinguish between information provided by photos or other graphics and information provided by the words in a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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INDICATOR	RF.1.3.f.	Read words with inflectional endings.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	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 (e.g., restate at the end the most interesting fact or the most important idea shared).
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	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 or combine or summarize information/facts learned).
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GOAL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	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.
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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).
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INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</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>

INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 22: Unit 5 Writing from Pictures, p. 215-221

## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

# Alaska Content and Performance Standards

## Language Arts

Grade 1 - Adopted: 2012

### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

#### GRADE LEVEL EXPECTATION / STRAND Key Ideas and Details

GOAL RL.1.3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

#### GRADE LEVEL EXPECTATION / STRAND Craft and Structure

GOAL RL.1.4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

#### GRADE LEVEL EXPECTATION / STRAND Integration of Knowledge and Ideas

GOAL RL.1.7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

#### GRADE LEVEL EXPECTATION / STRAND Range of Reading and Level of Complexity

GOAL RL.1.10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

#### GRADE LEVEL EXPECTATION / STRAND Print Concepts

GOAL RF.1.1. Demonstrate understanding of the organization and basic features of print.

INDICATOR RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).



**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATOR      RF.1.3.f.      Read words with inflectional endings.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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GOAL      SL.1.2.      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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GOAL      SL.1.5.      Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GOAL      SL.1.6.      Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR      L.1.1.b.      Use common, proper, and possessive nouns.

INDICATOR      L.1.1.f.      Use frequently occurring adjectives.

INDICATOR      L.1.1.i.      Use frequently occurring prepositions (e.g., during, beyond, toward).

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR      L.1.2.b.      Use end punctuation for sentences.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR      L.1.4.c.      Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL      L.1.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 24: Unit 5 Writing from Pictures, p. 231-237

**Alaska Content and Performance Standards**

**Language Arts**

Grade 1 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
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GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.a.	Capitalize dates and names of people.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.RL.1.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Print Concepts
GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR      RF.1.4.b.      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
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GOAL      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 (e.g., restate at the end the most interesting fact or the most important idea shared).

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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GOAL      W.1.8.      With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR      RF.1.2.a.      Distinguish long from short vowel sounds in spoken single-syllable words.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL      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 (e.g., restate at the end the most interesting fact or the most important idea shared).

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL      W.1.8.      With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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GOAL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR      RF.1.2.a.      Distinguish long from short vowel sounds in spoken single-syllable words.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL      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 (e.g., restate at the end the most interesting fact or the most important idea shared).

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL      W.1.8.      With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

##### GRADE LEVEL EXPECTATION / STRAND Craft and Structure

GOAL RL.1.4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

##### GRADE LEVEL EXPECTATION / STRAND Range of Reading and Level of Complexity

GOAL RL.1.10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

#### PERFORMANCE / CONTENT STANDARD AK.RI.1. Reading Standards for Informational Text

##### GRADE LEVEL EXPECTATION / STRAND Craft and Structure

GOAL RI.1.6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.

#### PERFORMANCE / CONTENT STANDARD AK.RI.1. Reading Standards for Informational Text

##### GRADE LEVEL EXPECTATION / STRAND Integration of Knowledge and Ideas

GOAL RI.1.7. Use the illustrations and details in a text to describe its key ideas.

#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

##### GRADE LEVEL EXPECTATION / STRAND Print Concepts

GOAL RF.1.1. Demonstrate understanding of the organization and basic features of print.

INDICATOR RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**PERFORMANCE / CONTENT STANDARD**      **AK.RF.1.**      **Foundational Skills**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Fluency</b>
<b>GOAL</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR      RF.1.4.b.      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
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GOAL      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 (e.g., restate at the end the most interesting fact or the most important idea shared).

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
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GOAL      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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GOAL      W.1.8.      With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>

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).

INDICATOR      SL.1.1.b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.



**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.1. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

Grade 1 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.1. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
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#### PERFORMANCE / CONTENT STANDARD AK.RF.1. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Print Concepts
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<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.1.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</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>
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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.1.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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## Alaska Content and Performance Standards

### Language Arts

#### Grade 1 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Print Concepts</b>
<b>GOAL</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonological Awareness</b>
<b>GOAL</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RF.1.</b>	<b>Foundational Skills</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>GOAL</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3.f.	Read words with inflectional endings.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	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 (e.g., restate at the end the most interesting fact or the most important idea shared).
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.1.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	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 or combine or summarize information/facts learned).
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	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.
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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).
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INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.1.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
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).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**PERFORMANCE / CONTENT STANDARD**      **AK.L.1.**      **Language Standards**

**GRADE LEVEL  
EXPECTATION /  
STRAND**

**Vocabulary Acquisition and Use**

GOAL

L.1.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).