Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: California Content Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

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California Content Standards

		Language Arts
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
	RL.1.10.b	
FOUNDATION / PROFICIENCY		grade 1.
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RL.1.10.b	Grade 1. Confirm predictions about what will happen next in a text. CA
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RL.1.10.b	Confirm predictions about what will happen next in a text. CA Reading Standards for Informational Text
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	RL.1.10.b . CA.CC.RI	Confirm predictions about what will happen next in a text. CA Reading Standards for Informational Text Range of Reading and Level of Text Complexity With prompting and support, read informational texts appropriately complex for grade
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	RL.1.10.b CA.CC.RI .1.	Confirm predictions about what will happen next in a text. CA Reading Standards for Informational Text Range of Reading and Level of Text Complexity With prompting and support, read informational texts appropriately complex for grade 1.
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RL.1.10.b CA.CC.RI .1. RI.1.10.b	Confirm predictions about what will happen next in a text. CA Reading Standards for Informational Text Range of Reading and Level of Text Complexity With prompting and support, read informational texts appropriately complex for grade 1. Confirm predictions about what will happen next in a text. CA
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART	RL.1.10.b CA.CC.RI .1. RI.1.10.b	Confirm predictions about what will happen next in a text. CA Reading Standards for Informational Text Range of Reading and Level of Text Complexity With prompting and support, read informational texts appropriately complex for grade 1. Confirm predictions about what will happen next in a text. CA Reading Standards: Foundational Skills

FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. ${\sf CA}$
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
STANDARD /		Speaking and Listening Standards Comprehension and Collaboration
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	.1.	Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 1 topics

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Language Standards Conventions of Standard English
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	1.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	1. L.1.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.1.2. L.1.2.b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.

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California Content Standards

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).

FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

California Content Standards

		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT	CCSS.EL	College and Career Readiness Anchor Standards for Language
ST ANDARD / DOMAIN / PART	A- Literacy. CCRA.L.	Conlege and Career Readiness Anonor Standards for Early dage
STANDARD /	A- Literacy.	Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	CCSS.EL A- Literacy.C CRA.L.6 CA.CC.R	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CCSS.EL A- Literacy.C CRA.L.6 CA.CC.R	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6 CA.CC.R L.1.	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOUNDATION / PROFICIENCY LEVEL	RL.1.10.b	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
FOUNDATION / PROFICIENCY LEVEL	RI.1.10.b.	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness

EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.f.	Read words with inflectional endings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Grade 1 - Adopted: 2013			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	

CONTENT
STANDARD /
DOMAIN / PART

CCSS.EL A-Literacy. CCRA.R.

College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language

SUBSTRAND A	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / A DOMAIN / PART L	CCSS.EL iteracy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
SUBSTRAND A	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	CA.CC.R .1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
	CA.CC.R 1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
	CA.CC.R 1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
	CA.CC.R .1.	Reading Standards: Foundational Skills
PERFORMANCE		Print Concepts
STANDARD / MODE		

FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PROFICIENCY	RF.1.3.a. RF.1.3.d.	Know the spelling-sound correspondences for common consonant digraphs. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY		Use knowledge that every syllable must have a vowel sound to determine the number of syllables
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RF.1.3.d. RF.1.3.e.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables.
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RF.1.3.d. RF.1.3.e.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Speaking and Listening Standards

FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Language Standards Vocabulary Acquisition and Use

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California Content Standards

Language Arts		
Grade 1 - Adopted: 2013		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT
STANDARD /
DOMAIN / PAR

CCSS.EL A-Literacy. CCRA.W.

College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD / DOMAIN / PART

CA.CC.SL Speaking and Listening Standards .1.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

		Language Arts
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
	RL.1.3. CA.CC.R L.1.	Describe characters, settings, and major events in a story, using key details. Reading Standards for Literature
SUBSTRAND CONTENT STANDARD /	CA.CC.R	
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.R	Reading Standards for Literature
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.R L.1.	Reading Standards for Literature Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.R L.1.	Reading Standards for Literature Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.R L.1.	Reading Standards for Literature Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

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California Content Standards

		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT
STANDARD /
DOMAIN / PART

CCSS.EL A-Literacy. CCRA.W.

CCSS.EL College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.1.2.a.	Capitalize dates and names of people.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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 06: Pre-Writing, p. 73-79
		California Content Standards
		Language Arts

Grade **1** - Adopted: **2013**

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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;

CONTENT	CA.CC.R	Reading Standards for Literature
STANDARD /	L.1.	-
DOMAIN / DART		

LEVEL

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2. L.1.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.
FOUNDATION / PROFICIENCY		punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.1.2.b.	Use end punctuation for sentences.
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	L.1.2.b.	Use end punctuation for sentences. Language Standards

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California Content Standards

		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION /		
SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION /	CCSS.EL	Demonstrate command of the conventions of standard English capitalization, punctuation, and
SUBSTRAND	A- Literacy.C CRA.L.2	spelling when writing.
CONTENT STANDARD / DOMAIN / PART	Literacy.C	· · · · · · · · · · · · · · · · · · ·
CONTENT STANDARD /	Literacy.C CRA.L.2 CCSS.EL A- Literacy.	spelling when writing.
CONTENT ST ANDARD / DOMAIN / PART PERFORMANCE ST ANDARD /	Literacy.C CRA.L.2 CCSS.EL A- Literacy.	spelling when writing. College and Career Readiness Anchor Standards for Language

PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills

PERFORMANCE		Phonological Awareness
STANDARD / MODE		
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD /		Conventions of Standard English
MODE		
MODE EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION /	L.1.1. L.1.1.b.	
EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY		when writing or speaking.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Language Standards Vocabulary Acquisition and Use

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

California Content Standards

Grade 1 - Adopted: 2013		
		Grade 1 - Adopted, 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT		
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD /		Reading Standards: Foundational Skills Phonological Awareness
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	F.1.	Phonological Awareness
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	F.1.	Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RF.1.2. RF.1.2.b.	Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE STANDARD / MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RF.1.2. RF.1.2.b.	Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	RF.1.2. RF.1.2.b. CA.CC.R F.1.	Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Reading Standards: Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in

CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
ST ANDARD /		Speaking and Listening Standards Presentation of Knowledge and Ideas
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	.1.	Presentation of Knowledge and Ideas Describe people, places, things, and events with relevant details, expressing ideas and
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	.1. SL.1.4.	Presentation of Knowledge and Ideas Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	SL.1.4. SL.1.4.a.	Presentation of Knowledge and Ideas Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Memorize and recite poems, rhymes, and songs with expression. CA
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	SL.1.4. SL.1.4.a.	Presentation of Knowledge and Ideas Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Memorize and recite poems, rhymes, and songs with expression. CA Speaking and Listening Standards

CONTENT

CA.CC.R

Reading Standards: Foundational Skills

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND

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 09: Introduction to Unit 2 Writing from Notes, p. 99-107

California Content Standards

Language Arts		
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE ST ANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).

FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.1.4.a.	Memorize and recite poems, rhymes, and songs with expression. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD /	CA.CC.L.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

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California Content Standards

Euriguage Arts			
Grade 1 - Adopted: 2013			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing	

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

FOUNDATION / PROFICIENCY LEVEL	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.h.	Use determiners (e.g., articles, demonstratives).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE		Compositions of Standard Faulish
ST ANDARD / MODE		Conventions of Standard English
STANDARD /	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / MODE EXPECTATION /	L.1.2. L.1.2.a.	Demonstrate command of the conventions of standard English capitalization,
STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	L.1.2.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people.
STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.1.2.a. L.1.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences.
STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	L.1.2.a. L.1.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Language Standards

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California Content Standards

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD /	CCSS.EL	College and Career Readiness Anchor Standards for Language

STANDARD / DOMAIN / PART

PERFORMANCE

STANDARD / MODE A-Literacy. CCRA.L.

Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CONTENT STANDARD /	CA.CC.R F.1.	Reading Standards: Foundational Skills
DOMAIN / PART		
PERFORMANCE ST ANDARD / MODE		Phonics and Word Recognition
PERFORMANCE STANDARD /	RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
PERFORMANCE STANDARD / MODE EXPECTATION /	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION /	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL		
PROFICIENCY	L.1.1.b.	Use common, proper, and possessive nouns.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Language Standards Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		

California Content Standards

Grade 1 - Adopted: 2013			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	

CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.

CRA.L.3

PERFORMANCE	Vocabulary Acquisition and Use
STANDARD /	
MODE	

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION /	SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and
SUBSTRAND		feelings clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.1.4.a.	Memorize and recite poems, rhymes, and songs with expression. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.a.	Capitalize dates and names of people.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

CONTENT
STANDARD /
DOMAIN / PART

CRA.W.5

CA.CC.L. Language Standards 1.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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 13: Unit 2 Writing from Notes, p. 133-139

California Content Standards

		Language Arts
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Language Standards Vocabulary Acquisition and Use

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

California Content Standards

		Language Arts
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
	W	eek 15: Unit 3 Retelling Narrative Stories, p. 153-159
		California Content Standards
		Language Arts
		Grade 1 - Adopted: 2013
CONTENT	CCSS.EL	College and Career Readiness Anchor Standards for Reading

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		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts

EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD /		Writing Standards
DOMAIN / PART	CA.CC.W. 1.	
		Production and Distribution of Writing
PERFORMANCE STANDARD /		Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
PERFORMANCE STANDARD / MODE	1.	With guidance and support from adults, focus on a topic, respond to questions and suggestions
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Speaking and Listening Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	W.1.5. CA.CC.SL .1.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Speaking and Listening Standards Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 1 topics

CONTENT ST ANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL L.1.4.b.

Use frequently occurring affixes as a clue to the meaning of a word.

STANDARD / DOMAIN / PART	1.	
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

CONTENT

CA.CC.L. Language Standards

Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

California Content Standards

Language Arts

Grade 1 - Adopted: 2013 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-Literacy. **DOMAIN / PART** CCRA.R. PERFORMANCE Key Ideas and Details STANDARD / MODE EXPECTATION / Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.EL SUBSTRAND Α-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-Literacy. DOMAIN / PART CCRA.R. PERFORMANCE Range of Reading and Level of Text Complexity STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD! SUBSTRAND CCSSEL Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when uncounsering an unknown term important to comprehension or expression. CCACLE CCAC			
A. LiteracyC. CRALS A. LiteracyC. CRALS A. LiteracyC. CRALS A. LiteracyC. CRALS CRALS CACC.R CONTENT STANDARD I DOMAIN I PART PERFORMANCE STANDARD I MODE CACC.R L1. CACC.R Reading Standards for Literature EXPECTATION I SUBSTRAND CACC.R CONTENT STANDARD I DOMAIN I PART PERFORMANCE PINT Concepts PROPICIENCY LEVEL Phonological Awareness Phonological Awareness	STANDARD /		Vocabulary Acquisition and Use
DOMAIN PART PERFORMANCE STANDARD		A- Literacy.C	demonstrate independence in gathering vocabulary knowledge when encountering an unknown
EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature L1. EXPECTATION / SUBSTRAND EXPECTATION / S	STANDARD /		Reading Standards for Literature
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DOMAIN / PART		RL.1.3.	Describe characters, settings, and major events in a story, using key details.
EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE CONTENT STANDARD / MODE CA.CC.R Reading Standards for Literature Integration of Knowledge and Ideas L1. Use illustrations and details in a story to describe its characters, setting, or events. CA.CC.R Reading Standards: Foundational Skills Print Concepts F.1. Demonstrate understanding of the organization and basic features of print. SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards: Foundational Skills FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards: Foundational Skills FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards: Foundational Skills F.1. PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE Phonological Awareness	STANDARD /		Reading Standards for Literature
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature Integration of Knowledge and Ideas EXPECTATION / SUBSTRAND CA.CC.R Reading Standards: Foundational Skills EXPECTATION / SUBSTRAND CA.CC.R Reading Standards: Foundational Skills F.1. PERFORMANCE STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.1. Demonstrate understanding of the organization and basic features of print. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards: Foundational Skills F.1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). PERFORMANCE Phonological Awareness	STANDARD /		Craft and Structure
DOMAIN / PART		RL.1.4.	
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND Print Concepts Print Concepts Print Concepts Print Concepts Print Concepts Print Concepts RF.1.1. Demonstrate understanding of the organization and basic features of print. POUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE CA.CC.R Reading Standards: Foundational Skills F.1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). PROFICIENCY LEVEL CA.CC.R Reading Standards: Foundational Skills F.1. PERFORMANCE Phonological Awareness	ST ANDARD /		Reading Standards for Literature
CONTENT STANDARD / DOMAIN / PART CA.CC.R F.1. Performance STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.1. Demonstrate understanding of the organization and basic features of print. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE Phonological Awareness Reading Standards: Foundational Skills Phonological Awareness	STANDARD /		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.1. Demonstrate understanding of the organization and basic features of print. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE Print Concepts Print Concepts Print Concepts Print Concepts Print Concepts Person And Print Concepts Print Concepts Person And Print Concepts Print Concepts Person And Print Concepts Prin		RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
EXPECTATION / SUBSTRAND RF.1.1. Demonstrate understanding of the organization and basic features of print. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards: Foundational Skills PERFORMANCE Phonological Awareness	STANDARD /		Reading Standards: Foundational Skills
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CA.CC.R Reading Standards: Foundational Skills F.1. Phonological Awareness	STANDARD /		Print Concepts
PROFICIENCY LEVEL CONTENT CA.CC.R Reading Standards: Foundational Skills STANDARD / DOMAIN / PART PERFORMANCE Phonological Awareness		RF.1.1.	Demonstrate understanding of the organization and basic features of print.
ST ANDARD / F.1. DOMAIN / PART PERFORMANCE Phonological Awareness	PROFICIENCY	RF.1.1.a.	
		CA CC P	Reading Standards: Foundational Skills
MODE	STANDARD /		

EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT	CA.CC.SL	Speaking and Listening Standards
STANDARD / DOMAIN / PART	.1.	
	.1.	Comprehension and Collaboration
PERFORMANCE STANDARD /	SL.1.1.	Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / MODE		Participate in collaborative conversations with diverse partners about grade 1 topics
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	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. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	SL.1.1. SL.1.1a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	SL.1.1.a. SL.1.1.b.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CA.CC.L. 1.	Language Standards
	Conventions of Standard English
L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1.b.	Use common, proper, and possessive nouns.
L.1.1.f.	Use frequently occurring adjectives.
CA.CC.L. 1.	Language Standards
	Conventions of Standard English
L.1.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2. L.1.2.b.	Demonstrate command of the conventions of standard English capitalization,
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.
	CA.CC.L. 1. L.1.1.b. L.1.1.f.

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California Content Standards

Language Arts

Grade **1** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART CCSS.EL A-Literacy. CCRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT	CCS	
STANDARD /	A-	
DOMAIN / PART	Liter	

CCSS.EL A-Literacy. CCRA.L.

College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature

Integration of Knowledge and Ideas			
CONTENT STANDARD F.1. PERFORMANCE STANDARD MODE Print Concepts Pr	STANDARD /		Integration of Knowledge and Ideas
PERFORMANCE STANDARD! PERFORMANCE STANDARD! PROJUNDATION! PROJUNDATION! PROJUNDATION! PERFORMANCE STANDARD! RF.1.1. PRESCRIATION! RF.1.2. Demonstrate understanding of the organization and basic features of print. RF.1.3. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CONTENT STANDARD! PERFORMANCE STANDARD! Phonological Awareness RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2. Distinguish long from short vowel sounds in spoken single-syllable words. PROJUNDATION! PROFICIENCY LEVEL FOUNDATION! PROFICIENCY LEVEL CONTENT CONTENT STANDARD! Phonics and Word Recognition RF.1.3. RF.1.3. RF.1.3. RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA POUNDATION! PROFICIENCY LEVEL CONTENT FORDICIENCY LEVEL CONTENT FORDICIENCY LEVEL Phonics and Word Recognition RF.1.3. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3. CACC.W. Writing Standards Production and Distribution of Writing PREFORMANCE TANDARD! PREFORMANCE TANDARD! PROFICIENCY LEVEL PREFORMANCE PREFORMANCE TANDARD! Production and Distribution of Writing		RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.1. Demonstrate understanding of the organization and basic features of print. SUBSTRAND RF.1.2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CONTENT STANDARD / DOMAIN / PART CA.C.C.R Reading Standards: Foundational Skills Phonological Awareness STANDARD / MODE RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.C.C. Reading Standards: Foundational Skills FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.C.C. Reading Standards: Foundational Skills PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / NOTE: ST	STANDARD /		Reading Standards: Foundational Skills
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PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE RF.1. Phonological Awareness Phonological Awareness RF.1. Performance STANDARD / MODE RF.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). POUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CACC.R Reading Standards: Foundational Skills F.1. CACC.R Reading Standards: Foundational Skills F.1. Phonics and Word Recognition STANDARD / MODE EXPECTATION / RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / MODE EXPECTATION / RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / MODE CACC.W. Writing Standards 1. Production and Distribution of Writing Production and Distribution of Writing		RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / MODE EXPECTATION / NOTE EXPECTATION / RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / SUBSTRAND RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / NOTE STANDARD / PROFICIENCY LEVEL PREFORMANCE STANDARD / PROFICIENCY LEVEL PERFORMANCE PRODUCT OF Writing Standards PREFORMANCE PRODUCT OF Writing Standards PREFORMANCE PRODUCT OF Writing STANDARD / NOTE STANDARD / PRODUCT OF Writing STANDARD / PRODUCT OF	PROFICIENCY	RF.1.1.a.	
STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / MODE EXPECTATION / RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / PROFICIENCY LEVEL CONTENT STANDARD / PROFICIENCY LEVEL PERFORMANCE STANDARD / Production and Distribution of Writing Production and Distribution of Writing	STANDARD /		Reading Standards: Foundational Skills
FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / NOTE: Phonics and Word Recognition F.1. FOUNDATION / PROFICIENCY LEVEL Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards Production and Distribution of Writing Production and Distribution of Writing	STANDARD /		Phonological Awareness
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / No with spelling-sound correspondences for common consonant digraphs. PROFICIENCY LEVEL CA.CC.R Reading Standards: Foundational Skills F.1. Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / DOMAIN / PART Production and Distribution of Writing Production and Distribution of Writing		RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / DOMAIN / PART DOMAIN / PART DOMAIN / PART Performance STANDARD / DOMAIN / PART Production and Distribution of Writing Production and Distribution of Writing	PROFICIENCY	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
F.1. PERFORMANCE STANDARD / MODE EXPECT ATION / SUBSTRAND RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / PROGUCE STANDARD / PROJUCT OF THE P	PROFICIENCY	RF.1.2.b.	
EXPECTATION / SUBSTRAND RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards PERFORMANCE STANDARD / Production and Distribution of Writing	STANDARD /		Reading Standards: Foundational Skills
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs. Writing Standards CA.CC.W. Writing Standards PERFORMANCE STANDARD / Production and Distribution of Writing	STANDARD /		Phonics and Word Recognition
PROFICIENCY LEVEL CONTENT CA.CC.W. Writing Standards 1. PERFORMANCE STANDARD / Production and Distribution of Writing		RF.1.3.	
STANDARD / 1. DOMAIN / PART PERFORMANCE STANDARD / Production and Distribution of Writing	PROFICIENCY	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
STANDARD /	STANDARD /		Writing Standards
	STANDARD /		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION /		
SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
	SL.1.6. CA.CC.L. 1.	
SUBSTRAND CONTENT STANDARD /	CA.CC.L.	standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.L.	standards 1 and 3 for specific expectations.) Language Standards
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.L.	standards 1 and 3 for specific expectations.) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	CA.CC.L. 1.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	CA.CC.L. 1. L.1.1. L.1.1.b.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and possessive nouns.
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	CA.CC.L. 1. L.1.1. L.1.1.f.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and possessive nouns. Use frequently occurring adjectives.

EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Language Arts

Grade 1 - Adopted: 2013		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A- Literacy. CCRA.W. CCSS.EL A- Literacy.C	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.4 CCSS.EL A-Literacy.C	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	CCSS.EL A- Literacy.C CRA.W.4 CCSS.EL A- Literacy.C CRA.W.5 CCSS.EL A- Literacy.C CRA.W.5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBSTRAND	A- Literacy.C CRA.W.8	accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.1.1.	Ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
STANDARD /		Reading Standards for Informational Text Craft and Structure
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	.1.	Craft and Structure Distinguish between information provided by pictures or other illustrations and information provided
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	RI.1.6.	Craft and Structure Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RI.1.6.	Craft and Structure Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	RI.1.6. CA.CC.RI	Craft and Structure Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Reading Standards for Informational Text Integration of Knowledge and Ideas
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	RI.1.6. CA.CC.RI .1. RI.1.7.	Craft and Structure Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Reading Standards for Informational Text Integration of Knowledge and Ideas Use the illustrations and details in a text to describe its key ideas.

EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
STANDARD /		Writing Standards Production and Distribution of Writing
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	1.	Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	W.1.5.CA.CC.W.	Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	W.1.5.CA.CC.W.	Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Writing Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	W.1.5. CA.CC.W. 1.	Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Writing Standards Research to Build and Present Knowledge Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	1. W.1.5. CA.CC.W. 1. W.1.7.	Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Writing Standards Research to Build and Present Knowledge 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). With guidance and support from adults, recall information from experiences or gather information

EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Language Arts			
Grade 1 - Adopted: 2013			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing	
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT		
STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
		Reading Standards for Informational Text Key Ideas and Details
PERFORMANCE STANDARD /		
PERFORMANCE STANDARD / MODE	.1.	Key Ideas and Details
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	.1. Rl.1.1.	Key Ideas and Details Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	RI.1.1. RI.1.2. CA.CC.RI	Key Ideas and Details Ask and answer questions about key details in a text. Identify the main topic and retell key details of a text.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
EXPECTATION / SUBSTRAND	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Language Arts

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-Literacy. **DOMAIN / PART** CCRA.R. **PERFORMANCE Key Ideas and Details** STANDARD / MODE EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key SUBSTRAND supporting details and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND A-Literacy.C CRA.R.3 CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / A-**DOMAIN / PART** Literacy. CCRA.R. **PERFORMANCE** Range of Reading and Level of Text Complexity STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
STANDARD /	CCSS.EL A- Literacy.C CRA.L.4	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / MODE EXPECTATION /	A- Literacy.C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT
STANDARD /
DOMAIN / PART

CA.CC.R Reading Standards for Literature L.1.

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.1.1.	Ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
EXPECTATION /	RI.1.8.	Identify the reasons an author gives to support points in a text.

CONTENT
STANDARD /
DOMAIN / PART

CA.CC.R Reading Standards: Foundational Skills F.1.

PERFORMANCE STANDARD Print Concepts Print Concepts Print Concepts Print Conc	STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.1. Demonstrate understanding of the organization and basic features of print. SUBSTRAND RF.1.2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CONTENT STANDARD / DOMAIN PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). POUNDATION / RF.1.2. Distinguish long from short vowel sounds in spoken single-syllable words. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / MODE CA.C.R. Reading Standards: Foundational Skills FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / MODE EXPECTATION / STANDARD / MODE Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICENCY LEVEL / PROFICEN			
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FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Language Arts

		Grade 1 - Adopted: 2013
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PA	Reading Standards for Literature
PERFORMAN STANDARD / MODE	 Key Ideas and Details

term important to comprehension or expression.

CRA.L.6

EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOUNDATION / PROFICIENCY LEVEL	RL.1.10.b	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD /		Range of Reading and Level of Text Complexity
MODE		
	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
MODE EXPECTATION /	RI.1.10. RI.1.10.b.	
EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY		1.
EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RI.1.10.b.	Confirm predictions about what will happen next in a text. CA
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RI.1.10.b.	Confirm predictions about what will happen next in a text. CA Reading Standards: Foundational Skills

FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
STANDARD /	SL.1.5.	Presentation of Knowledge and Ideas Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD / MODE EXPECTATION /	SL.1.5. SL.1.6.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts,
EXPECTATION / SUBSTRAND EXPECTATION /		Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	SL.1.6.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	SL.1.6.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards

FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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
		California Content Standards
		Language Arts
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

EXPECTATION /

SUBSTRAND

CCSS.EL

A-Literacy.C CRA.R.3

CONTENT
STANDARD /
DOMAIN / PART

CCSS.EL A-Literacy. CCRA.R.

College and Career Readiness Anchor Standards for Reading

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOUNDATION / PROFICIENCY LEVEL	RL.1.10.b	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade $1.$
FOUNDATION / PROFICIENCY LEVEL	RI.1.10.b.	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

CONTENT	
STANDARD /	
DOMAIN / PART	

CA.CC.L. Language Standards 1.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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 23: Unit 5 Writing from Pictures, p. 223-229

California Content Standards

Language Arts

		Grade 1 - Adopted: 2013
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE ST ANDARD / MODE	A-Literacy. CCRA.R. CCSS.EL A-Literacy.C	Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / CCS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and lisewing at the college and career readiness level. Iteracyc CRALS terminorisms in control term important to comprehension or expression. CONTENT STANDARD / DOMAIN I PART PERFORMANCE STANDARD / MODE CACCR. Reading Standards for Literature EXPECTATION / SUBSTRAND CACCR. Reading Standards for Literature CONTENT STANDARD / MODE CACCR. Reading Standards for Literature CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND RILL4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grate 1 Language standards 4-6 for additional expectations) CA CONTENT STANDARD / MODE CACCR. Reading Standards for Literature CACCR Reading Standards for Literature LIL Integration of Knowledge and Ideas Integration of Knowledge and Ideas CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND RILL1. Use illustrations and details in a story to describe its characters, setting, or events. LIL Sellipstrands of Literature CACCR Reading Standards for Literature CACCR Reading Standards for Literature CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND RILL10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATION / PROFILED / MODE EXPECTATION / SUBSTRAND RILL10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. CONTENT STANDARD / MODE CACCRI Reading Standards for Informational Text LIL CONTENT STANDARD / PROFILED / CACCRI Reading Standards for Informational Text LIL SUBSTRAND RILL10. With prompting and support, read informational texts appropriately complex for grade EXPECTATION / SILL SUBSTRAND RILL10. With prompting and support, read informational texts appropriately complex for grade EXPECTATION / SILL SUBSTRAND RILL10. With prompting and support, read informational texts appropriately complex for grade			
PERFORMANCE STANDARD NODE Note		A- Literacy.C	sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
EXPECTATION / SUBSTRAND CA.C.R Reading Standards for Literature CONTENT STANDARD / DOMAIN PART CA.C.R Reading Standards for Literature CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CA.C.R Reading Standards for Literature CA.C.R Reading Standards for Literature EXPECTATION / SUBSTRAND CA.C.R Reading Standards for Literature CONTENT STANDARD / DOMAIN PART CA.C.R Reading Standards for Literature L1. Use illustrations and details in a story to describe its characters, setting, or events. CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CA.C.R Reading Standards for Literature CA.C.R Reading Standards for Literature CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CA.C.R Reading Standards for Literature CONTENT STANDARD / MODE EXPECTATION / RL.1.0 Confirm predictions about what will happen next in a text. CA CONTENT STANDARD / MODE CA.C.RI Reading Standards for Informational Text CA.C.R. Reading Standards for Informational Text Standards for Informational Text CA.C.R. Reading Standards for Informational Text Standards for Informational Text Standards for Informational Text Standards for Informational Text Standards fo	STANDARD /		Reading Standards for Literature
CONTENT STANDARD! DOMAIN PART CACC.R Reading Standards for Literature Craft and Structure EXPECTATION RL.1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA CONTENT STANDARD! DOMAIN PART CACC.R Reading Standards for Literature Integration of Knowledge and Ideas CONTENT STANDARD! CACC.R Reading Standards for Literature CONTENT STANDARD! CACC.R Reading Standards for Literature CACC.R Reading Standards for Literature CONTENT STANDARD! CACC.R Reading Standards for Literature CONTENT STANDARD! MODE REPECTATION! RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATION! PROPICIENCY LEVEL CONTENT STANDARD! CACC.RI Reading Standards for Informational Text 1.1. CACC.RI Reading Standards for Informational Text 1.1. PERFORMANCE STANDARD! MODE Range of Reading and Level of Text Complexity CACC.RI Reading Standards for Informational Text 1.1. CACC.RI Reading Standards for Informational Text 1.1. CACC.RI Reading Standards for Informational Text 1.1. PERFORMANCE STANDARD! MODE REPECTATION! R1.1.10. With prompting and support, read informational texts appropriately complex for grade	STANDARD /		Key Ideas and Details
DOMAIN PART PERFORMANCE STANDARD Craft and Structure EXPECTATION RL.1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA CONTENT STANDARD CA.C.R. Reading Standards for Literature PERFORMANCE STANDARD Integration of Knowledge and Ideas EXPECTATION RL.1. Use illustrations and details in a story to describe its characters, setting, or events. CONTENT STANDARD DOMAIN PART PERFORMANCE STANDARD Range of Reading and Level of Text Complexity PERFORMANCE STANDARD RL.1.0. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATION RL.1.10. Confirm predictions about what will happen next in a text. CA CONTENT STANDARD CA.C.R. Reading Standards for Informational Text A. CA.C.R. C		RL.1.3.	Describe characters, settings, and major events in a story, using key details.
EXPECTATION / SUBSTRAND CACC.R Reading Standards for Literature L1. Use illustrations and details in a story to describe its characters, setting, or events. EXPECTATION / SUBSTRAND CACC.R Reading Standards for Literature L1. Use illustrations and details in a story to describe its characters, setting, or events. EXPECTATION / SUBSTRAND CACC.R Reading Standards for Literature EXPECTATION / SUBSTRAND CACC.R Reading Standards for Literature CONTENT STANDARD / MODE CACC.R Reading Standards for Informational Text CACC.R Reading Standards for Informational Text Complexity	STANDARD /		Reading Standards for Literature
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE CA.CC.R Reading Standards for Literature Integration of Knowledge and Ideas Integration of Knowledge and Ideas	STANDARD /		Craft and Structure
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature L.1. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature Range of Reading and Level of Text Complexity Confirm predictions about what will happen next in a text. CA CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text CA.CC.RI Reading Standards for Informational Text Range of Reading and Level of Text Complexity		RL.1.4.	
EXPECTATION / SUBSTRAND CA.CC.R Reading Standards for Literature CA.CC.R Range of Reading and Level of Text Complexity EXPECTATION / SUBSTRAND RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature Range of Reading and Level of Text Complexity Confirm predictions about what will happen next in a text. CA Reading Standards for Informational Text 1. Range of Reading and Level of Text Complexity Range of Reading Standards for Informational Text 1. Range of Reading and Level of Text Complexity	STANDARD /		Reading Standards for Literature
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECT ATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature Range of Reading and Level of Text Complexity RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Confirm predictions about what will happen next in a text. CA CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text PERFORMANCE STANDARD / MODE Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity Respect ATION / RI.1.10. With prompting and support, read informational texts appropriately complex for grade	STANDARD /		Integration of Knowledge and Ideas
DOMAIN / PART L.1.		RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
EXPECTATION / SUBSTRAND RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE Range of Reading and Level of Text Complexity RL.1.10. With prompting and support, read informational texts appropriately complex for grade	STANDARD /		Reading Standards for Literature
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text PERFORMANCE STANDARD / MODE Range of Reading and Level of Text Complexity Range of Reading and Support, read informational texts appropriately complex for grade	STANDARD /		Range of Reading and Level of Text Complexity
PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .1. PERFORMANCE STANDARD / MODE Range of Reading and Level of Text Complexity EXPECTATION / RI.1.10. With prompting and support, read informational texts appropriately complex for grade		RL.1.10.	
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / RI.1.10. With prompting and support, read informational texts appropriately complex for grade	PROFICIENCY	RL.1.10.b	Confirm predictions about what will happen next in a text. CA
STANDARD / MODE EXPECTATION / RI.1.10. With prompting and support, read informational texts appropriately complex for grade	STANDARD /		Reading Standards for Informational Text
	STANDARD /		Range of Reading and Level of Text Complexity
		RI.1.10.	

FOUNDATION / PROFICIENCY LEVEL	RI.1.10.b.	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.f.	Read words with inflectional endings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT	CA.CC.SL	Speaking and Listening Standards
STANDARD /	.1.	
DOMAIN / PART		

PERFORMANCE		
STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD /	CA.CC.L.	Language Standards
DOMAIN / PART	1.	
		Conventions of Standard English
PERFORMANCE STANDARD /		
PERFORMANCE STANDARD / MODE	1.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	1. L.1.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.1.2. L.1.2.b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.

FOUNDATION / PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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
		California Content Standards
		Language Arts
		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOUNDATION / PROFICIENCY LEVEL	RL.1.10.b	Confirm predictions about what will happen next in a text. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
FOUNDATION / PROFICIENCY LEVEL	RI.1.10.b.	Confirm predictions about what will happen next in a text. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.a.	Capitalize dates and names of people.

FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Language Arts

Grade 1 - Adopted: 2013 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART** Literacy. CCRA.R. PERFORMANCE **Key Ideas and Details** STANDARD / MODE EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND A-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART** Literacy. CCRA.R. Range of Reading and Level of Text Complexity **PERFORMANCE** STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART** Literacy. CCRA.W. **PERFORMANCE Text Types and Purposes** STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
STANDARD /		Reading Standards for Literature Key Ideas and Details
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	L.1.	Key Ideas and Details
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	RL.1.3.	Key Ideas and Details Describe characters, settings, and major events in a story, using key details.
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RL.1.3.	Key Ideas and Details Describe characters, settings, and major events in a story, using key details. Reading Standards for Literature
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	L.1. RL.1.3. CA.CC.R L.1.	Key Ideas and Details Describe characters, settings, and major events in a story, using key details. Reading Standards for Literature Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	RL.1.3. CA.CC.R L.1. RL.1.4.	Key Ideas and Details Describe characters, settings, and major events in a story, using key details. Reading Standards for Literature Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA

EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD /		Reading Standards: Foundational Skills Fluency
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	F.1.	Fluency
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	F.1. RF.1.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RF.1.4. RF.1.4.b.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART	RF.1.4. RF.1.4.b.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Writing Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	RF.1.4. RF.1.4.b. CA.CC.W. 1.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic,
PERFORMANCE STANDARD / MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE	RF.1.4. RF.1.4.b. CA.CC.W. 1.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION /	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts,
SUBSTRAND		and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
EXPECTATION /	SL.1.6. CA.CC.L. 1.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language
EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.L.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.L.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards

FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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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California Content Standards

Language Arts

		Grade 1 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE ST ANDARD / MODE	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6 CA.CC.R	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6 CA.CC.R	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6 CA.CC.R L.1.	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6 CA.CC.R L.1.	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details Describe characters, settings, and major events in a story, using key details.

EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY		
LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
	CA.CC.W.	Distinguish long from short vowel sounds in spoken single-syllable words. Writing Standards
CONTENT STANDARD /	CA.CC.W.	
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.W.	Writing Standards
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.W.	Writing Standards Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic,
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.W. W.1.2. CA.CC.W.	Writing Standards Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards	
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge	
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards	
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration	
EXPECTATION / SUBSTRAND	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.	
FOUNDATION / PROFICIENCY LEVEL	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).	
FOUNDATION / PROFICIENCY LEVEL		Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards	
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas	
EXPECTATION / SUBSTRAND		Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards	
PERFORMANCE STANDARD / MODE		Conventions of Standard English	
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.	
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.	

	CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
	PERFORMANCE STANDARD / MODE		Conventions of Standard English
	EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
	CONTENT STANDARD /	CA.CC.L.	Language Standards

Vocabulary Acquisition and Use

STANDARD / 1. DOMAIN / PART

CRA.R.10

PERFORMANCE

STANDARD / MODE

EXPECTATION / 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 27: Unit 7 Inventive Writing, p. 257-263

California Content Standards

Language Arts

Grade 1 - Adopted: 2013 CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / A-**DOMAIN / PART** Literacy. CCRA.R. **PERFORMANCE Key Ideas and Details** STANDARD / MODE Analyze how and why individuals, events, or ideas develop and interact over the course of a text. EXPECTATION / CCSS.EL SUBSTRAND Α-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART** Literacy. CCRA.R. **PERFORMANCE** Range of Reading and Level of Text Complexity STANDARD / MODE Read and comprehend complex literary and informational texts independently and proficiently. EXPECTATION / CCSS.EL SUBSTRAND Α-Literacy.C

CONTENT
STANDARD /
DOMAIN / PAR

CCSS.EL A-Literacy. CCRA.W.

CCSS.EL College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing Range of Writing
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.1	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.1 0 CCSS.EL A-Literacy.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA

CONTENT
STANDARD /
DOMAIN / PART

CA.CC.R Reading Standards for Literature L.1.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD /		Production and Distribution of Writing
MODE		

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 1.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.1.5. SL.1.6.	
SUBSTRAND EXPECTATION /		and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language
EXPECTATION / SUBSTRAND CONTENT STANDARD /	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	SL.1.6.	and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	SL.1.6. CA.CC.L. 1.	and feelings. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

MODE			
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.	
CONTENT	CA.CC.L.	Language Standards	
STANDARD / DOMAIN / PART	1.		
		Vocabulary Acquisition and Use	

Week 28: Revisiting Units 1 and 2, p. 267-273

California Content Standards

Language Arts

Grade 1 - Adopted: 2013 CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / A-**DOMAIN / PART** Literacy. CCRA.R. **PERFORMANCE** Range of Reading and Level of Text Complexity STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND Α-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART** Literacy. CCRA.W. **PERFORMANCE Text Types and Purposes** STANDARD / MODE Write informative/explanatory texts to examine and convey complex ideas and information clearly EXPECTATION / CCSS.EL SUBSTRAND Aand accurately through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2

CONTENT
STANDARD /
DOMAIN / PAR

CCSS.EL A-Literacy. CCRA.W.

College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .1.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills

PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION / SUBSTRAND	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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 29: Revisiting Unit 3, p. 275-282

California Content Standards

Language Arts				
Grade 1 - Adopted: 2013				
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading		
PERFORMANCE STANDARD / MODE		Key Ideas and Details		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading		
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing		
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		

CONTENT	CCSS.EL	College and Career Readiness Anchor Standards for Writing
STANDARD / DOMAIN / PART	A- Literacy. CCRA.W.	Conlege and Caroot readmess / monor Clandaras for mining
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

College and Career Readiness Anchor Standards for Language

Vocabulary Acquisition and Use

CONTENT

STANDARD / DOMAIN / PART

PERFORMANCE STANDARD /

MODE

CCSS.EL

A-Literacy. CCRA.L.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.1.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION /	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts,
SUBSTRAND		and feelings.
	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
SUBSTRAND EXPECTATION /	SL.1.6. CA.CC.L. 1.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language
EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.L.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.L.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.L.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	CA.CC.L. 1.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Language Standards Vocabulary Acquisition and Use

Week 30: Revisiting Unit 4, p. 283-290

California Content Standards

Language Arts

	Grade 1 - Adopted: 2013		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing	

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST ANDARD / MODE		Conventions of Standard English
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EXPECTATION / CCSS.EL Literacy.C CRAL2 CONTENT STANDARD / DOMAIN / PART COSS.EL A- Literacy.C CRAL2 CONTENT STANDARD / DOMAIN / PART COSS.EL SUBSTRAND EXPECTATION / CCRAL. COSS.EL A- Literacy.C CRAL3 CONTENT STANDARD / MODE COSS.EL SUBSTRAND EXPECTATION / CCSS.EL Literacy.C CRAL3 CONTENT STANDARD / MODE EXPECTATION / CCSS.EL Literacy.C CRAL3 CONTENT STANDARD / MODE EXPECTATION / CCSS.EL Literacy.C CRAL3 CONTENT STANDARD / MODE EXPECTATION / CCRAL COSS.EL Literacy.C CRAL3 CONTENT STANDARD / MODE EXPECTATION / CCRAL EXPECTATION / CCRAL COSS.EL Literacy.C CRAL CONTENT STANDARD / MODE EXPECTATION / CCRAL EXPECTATION / CRAL COSS.EL Literacy.C CRAL CONTENT STANDARD / MODE EXPECTATION / CRAL EXPECTATION / CRAL CONTENT STANDARD / MODE EXPECTATION / CRAL EXPECTATION / CRAL EXPECTATION / CRAL CONTENT STANDARD / MODE EXPECTATION / CRAL EXPECTATION / C
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SUBSTRAND A-Literacy.C CRA.L.3 CONTENT STANDARD / DOMAIN / PART CCSS.EL A-Literacy.C CCRA.L. CORDINATION / SUBSTRAND EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CCRA.L. CCSS.EL A-C Literacy.C CCRA.L. Vocabulary Acquisition and Use Vocabulary Acquisition and Use EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.L. A- Literacy.C CRA.L. CCSS.EL A- Literacy.C CRA.L. A- Literacy.C CRA.L. CCSS.EL A- Literacy.C CRA.L. CCSS.EL A- Literacy.C CRA.L.
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / CRA.L.6 COSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CONTENT STANDARD / DOMAIN / PART CA.CC.R L.1. Reading Standards for Literature Key Ideas and Details
EXPECTATION / SUBSTRAND CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CONTENT STANDARD / DOMAIN / PART CA.CC.R L.1. Reading Standards for Literature Key Ideas and Details Key Ideas and Details
SUBSTRAND A- Literacy.C CRA.L.6 CONTENT STANDARD / DOMAIN / PART A- Literacy.C CRA.L.6 Sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature L.1. Key Ideas and Details
STANDARD / L.1. DOMAIN / PART PERFORMANCE STANDARD / Key Ideas and Details
STANDARD /
EXPECTATION / RL.1.3. Describe characters, settings, and major events in a story, using key details. SUBSTRAND
CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.1. DOMAIN / PART
PERFORMANCE Craft and Structure STANDARD / MODE Craft and Structure
EXPECTATION / RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. SUBSTRAND (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.1. DOMAIN / PART
PERFORMANCE Integration of Knowledge and Ideas STANDARD / MODE

EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT	04.00.0	
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD /		Phonics and Word Recognition
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	F.1.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	F.1. RF.1.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	RF.1.3. RF.1.3.f. CA.CC.W.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Read words with inflectional endings.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	RF.1.3. RF.1.3.f. CA.CC.W.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Read words with inflectional endings. Writing Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	RF.1.3. RF.1.3.f. CA.CC.W.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Read words with inflectional endings. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic,
PERFORMANCE STANDARD / MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE	F.1. RF.1.3. CA.CC.W. 1. CA.CC.W.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Read words with inflectional endings. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

EXPECTATION / SUBSTRAND	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EVDEOTATION /	01.4.0	Produce complete sentences when appropriate to task and situation. (See grade 1 Language
EXPECTATION / SUBSTRAND	SL.1.6.	standards 1 and 3 for specific expectations.)
	CA.CC.L.	
SUBSTRAND CONTENT STANDARD /	CA.CC.L.	standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.L.	standards 1 and 3 for specific expectations.) Language Standards

FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 1.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	1.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	1. L.1.4.	Vocabulary Acquisition and Use 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. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked,
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.1.4. L.1.4.c.	Vocabulary Acquisition and Use 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. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).