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

Secondary Criteria: Connecticut State Standards

Subject: Language Arts

Grade: 1

#### Classroom Supplement and Lesson Plans - First Grade

| WEEK 31 P. 291 - 2 | 29 | 7 |
|--------------------|----|---|
|--------------------|----|---|

#### **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |

| STATE<br>FRAMEWORK              |                 | Print Concepts   |
|---------------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness   |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| INDICATOR                       | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL<br>EXPECTATION      | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |

| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
|---------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)        | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 32 P. 299 -

# **Connecticut State Standards**

Language Arts

Grade **1** - Adopted: **2010** 

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Text Types and Purposes  |
| GRADE LEVEL EXPECTATION         | 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.                      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Research to Build and Present Knowledge  |
| GRADE LEVEL EXPECTATION         | W.1.8.          | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.               |

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

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
|---------------------------------|-----------------|---|
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                  |

| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
|---------------------------------|----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>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 04. Later heating to Day Weiting as 00.00  |

# Week 01: Introduction to Pre-Writing, p. 29-39

# **Connecticut State Standards**

|                                  |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION          | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |

| DOMAIN / | CT.CC.R | Reading Standards: Foundational Skills |
|----------|---------|--|
| CONTENT  | F.1.    |  |
| STANDARD |         |  |

| STATE<br>FRAMEWORK              |                 | Print Concepts  |
|---------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.                                   |
| INDICATOR                       | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.             |
| INDICATOR                       | RF.1.2(c)       | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.   |
| INDICATOR                       | RF.1.2(d)       | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).          |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition  |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.                              |
| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.                                      |
| INDICATOR                       | RF.1.3(f)       | Read words with inflectional endings.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Fluency   |
| GRADE LEVEL EXPECTATION         | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.   |
|                                 |                 |   |

| CONTENT<br>STANDARD              | L.1.            | Speaking and Listening Standards  |
|----------------------------------|-----------------|---|
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION          | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                        | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                        | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION          | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION          | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK               |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION          | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                        | L.1.1(a)        | Print all upper- and lowercase letters.   |
| INDICATOR                        | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK               |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION       | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                  |
| INDICATOR                        | L.1.2(d)        | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.                                     |

CT.CC.S Speaking and Listening Standards

| INDICATOR                       | L.1.2(e)       | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
|---------------------------------|----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                                     |
| INDICATOR                       | L.1.4(c)       | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.5.         | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                       | L.1.5(a)       | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |
| INDICATOR                       | L.1.5(b)       | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>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 02: Pre-Writing, p. 41-47

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details. |

| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
|----------------------------------|-----------------|---|
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                     |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                          |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                             |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION          | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                      |
| INDICATOR                        | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| INDICATOR                        | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                   |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonics and Word Recognition  |
| GRADE LEVEL EXPECTATION          | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.                                    |
| INDICATOR                        | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.  |
| INDICATOR                        | RF.1.3(d)       | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| INDICATOR                        | RF.1.3(e)       | Decode two-syllable words following basic patterns by breaking the words into syllables.                          |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
|---------------------------------|-----------------|---|
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.        | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(a)        | Print all upper- and lowercase letters.   |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                  |
| INDICATOR                       | L.1.2(b)        | Use end punctuation for sentences.  |

| INDICATOR                        | L.1.2(d)       | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
|----------------------------------|----------------|---|
| INDICATOR                        | L.1.2(e)       | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK               |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION          | L.1.5.         | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                        | L.1.5(a)       | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |
| INDICATOR                        | L.1.5(b)       | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK               |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 03: Pre-Writng, p. 49-55

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

| CONTENT<br>STANDARD             | L.1.            | Reading Standards for Literature  |
|---------------------------------|-----------------|---|
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECT ATION        | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |

DOMAIN /

CT.CC.R Reading Standards for Literature

| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
|---------------------------------|----------------|--|
| INDICATOR                       | L.1.1(a)       | Print all upper- and lowercase letters.  |
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.  |
| INDICATOR                       | L.1.1(c)       | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).                      |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards   |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR                       | L.1.2(d)       | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.    |
| INDICATOR                       | L.1.2(e)       | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.                         |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards   |
| STATE                           |                |  |
| FRAMEWORK                       |                | Vocabulary Acquisition and Use   |

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## **Connecticut State Standards**

| Grade <b>1</b> - Adopted: <b>2010</b> |                 |  |  |
|---------------------------------------|-----------------|--|--|
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature   |  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details  |  |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details. |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature   |  |

| STATE<br>FRAMEWORK  |   | Craft and Structure  |
|---|---|--|
| GRADE LEVEL EXPECTATION   | RL.1.4.                                     | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>L.1.                             | Reading Standards for Literature   |
| STATE<br>FRAMEWORK  |   | Integration of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION   | RL.1.7.                                     | Use illustrations and details in a story to describe its characters, setting, or events.   |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>L.1.                             | Reading Standards for Literature   |
| STATE<br>FRAMEWORK  |   | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION   | RL.1.10.                                    | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>ST ANDARD  | CT.CC.R<br>F.1.                             | Reading Standards: Foundational Skills   |
|   |   |  |
| STATE<br>FRAMEWORK  |   | Phonological Awareness   |
|   | RF.1.2.                                     | Phonological Awareness  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| FRAMEWORK  GRADE LEVEL  | <b>RF.1.2.</b> RF.1.2(a)                    |  |
| FRAMEWORK  GRADE LEVEL EXPECTATION  |   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| GRADE LEVEL EXPECTATION  INDICATOR  | RF.1.2(a)                                   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant   |
| FRAMEWORK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT   | RF.1.2(a)  RF.1.2(b)  CT.CC.R               | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   |
| FRAMEWORK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE   | RF.1.2(a)  RF.1.2(b)  CT.CC.R               | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Reading Standards: Foundational Skills   |
| FRAMEWORK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL                                | RF.1.2(a)  RF.1.2(b)  CT.CC.R F.1.          | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Reading Standards: Foundational Skills  Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION                                | RF.1.2(a)  RF.1.2(b)  CT.CC.R F.1.          | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  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.   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECT ATION  INDICATOR  DOMAIN / CONTENT | RF.1.2(a)  RF.1.2(b)  CT.CC.R F.1.  RF.1.3. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  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.  Know the spelling-sound correspondences for common consonant digraphs. |

| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
|---------------------------------|-----------------|---|
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(a)        | Print all upper- and lowercase letters.   |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(c)        | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| INDICATOR                       | L.1.1(d)        | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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). |

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# **Connecticut State Standards**

#### **Language Arts**

#### Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R L.1. Reading Standards for Literature

| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
|---------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                |
| INDICATOR                       | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.             |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
|---------------------------------|-----------------|---|
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition  |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(a)        | Print all upper- and lowercase letters.   |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(d)        | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| INDICATOR                       | L.1.1(i)        | Use frequently occurring prepositions (e.g., during, beyond, toward).   |

CT.CC.R Reading Standards: Foundational Skills

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
|---------------------------------|----------------|---|
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(a)       | Capitalize dates and names of people.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.5.         | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                       | L.1.5(a)       | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |
| INDICATOR                       | L.1.5(b)       | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 06: Pre-Writing, p. 73-79  |

#### Week 06: Pre-Writing, p. 73-79

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Craft and Structure  |

| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                     |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                          |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                             |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION          | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.  |
| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).       |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION          | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                      |
| INDICATOR                        | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonics and Word Recognition  |
| GRADE LEVEL EXPECTATION          | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.                                    |
| INDICATOR                        | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.  |
| INDICATOR                        | RF.1.3(d)       | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |

| INDICATOR                       | RF.1.3(e)       | Decode two-syllable words following basic patterns by breaking the words into syllables.  |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(c)        | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| INDICATOR                       | L.1.1(d)        | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| INDICATOR                       | L.1.1(i)        | Use frequently occurring prepositions (e.g., during, beyond, toward).   |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
|---------------------------------|----------------|---|
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
|                                 |                |   |
| GRADE LEVEL<br>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). |

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
|                                 |                 | Grade 1 - Adopted. 2010   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |

| CONTENT<br>STANDARD             | L.1.            | Reading Standards for Literature  |
|---------------------------------|-----------------|---|
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.  |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |

CT.CC.R Reading Standards for Literature

| STATE<br>FRAMEWORK  |                    | Presentation of Knowledge and Ideas  |
|---|--------------------|--|
| GRADE LEVEL EXPECTATION   | SL.1.5.            | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                       |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.<br>1.     | Language Standards   |
| STATE<br>FRAMEWORK  |                    | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION   | L.1.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR   | L.1.1(b)           | Use common, proper, and possessive nouns.  |
| INDICATOR   | L.1.1(f)           | Use frequently occurring adjectives.   |
| DOMAIN /  | CT.CC.L.           | Language Standards   |
| ST ANDARD   | 1.                 |  |
|   | 1.                 | Conventions of Standard English  |
| STANDARD  | 1.<br>L.1.2.       | Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    |
| STANDARD  STATE FRAMEWORK  GRADE LEVEL  |                    | Demonstrate command of the conventions of standard English capitalization,   |
| STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION                              | L.1.2.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                     |
| STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT | L.1.2.<br>L.1.2(b) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences. |

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

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details. |

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

| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.  |
|---------------------------------|-----------------|---|
| INDICATOR                       | RF.1.3(f)       | Read words with inflectional endings.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Fluency   |
| GRADE LEVEL EXPECTATION         | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.   |
| INDICATOR                       | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
|                                 |                 |   |

| GRADE LEVEL EXPECTATION         | L.1.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|---------------------------------|----------|---|
| INDICATOR                       | L.1.1(a) | Print all upper- and lowercase letters.   |
| INDICATOR                       | L.1.1(b) | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f) | Use frequently occurring adjectives.  |
| INDICATOR                       | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L. | Language Standards  |
| STATE<br>FRAMEWORK              |          | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b) | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L. | Language Standards  |
| STATE<br>FRAMEWORK              |          | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                                     |
| INDICATOR                       | L.1.4(c) | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L. | Language Standards  |
| STATE<br>FRAMEWORK              |          | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 09: Introduction to Unit 2 Writing from Notes, p. 99-107

# **Connecticut State Standards**

| Grade <b>1</b> - Adopted: <b>2010</b> |                 |                                  |
|---------------------------------------|-----------------|----------------------------------|
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details            |

| GRADE LEVEL EXPECTATION          | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION          | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION          | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                |
| INDICATOR                        | RF.1.2(c)       | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.   |
| INDICATOR                        | RF.1.2(d)       | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).          |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECT ATION        | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE                           |                 | Presentation of Knowledge and Ideas  |

| STATE<br>FRAMEWORK      |         | Presentation of Knowledge and Ideas  |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

CT.CC.L. Language Standards

DOMAIN /

| CONTENT<br>STANDARD     | 1.       | Language Standards   |
|-------------------------|----------|--|
| STATE<br>FRAMEWORK      |          | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION | L.1.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR               | L.1.1(a) | Print all upper- and lowercase letters.  |
| INDICATOR               | L.1.1(b) | Use common, proper, and possessive nouns.  |
| INDICATOR               | L.1.1(f) | Use frequently occurring adjectives.   |

| INDICATOR                       | L.1.1(i)       | Use frequently occurring prepositions (e.g., during, beyond, toward).  |
|---------------------------------|----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards   |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.   |
|                                 |                |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards   |
| CONTENT                         |                | Vocabulary Acquisition and Use   |

# **Connecticut State Standards**

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

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |

| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature   |
|----------------------------------|-----------------|--|
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK               |                 | Print Concepts   |
| GRADE LEVEL EXPECT ATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK               |                 | Phonics and Word Recognition   |
| GRADE LEVEL EXPECT ATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR                        | RF.1.3(d)       | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  |
| INDICATOR                        | RF.1.3(e)       | Decode two-syllable words following basic patterns by breaking the words into syllables.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK               |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION          | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION          | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                        | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                        | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple  |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
|---------------------------------|-----------------|---|
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.        |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  |
| INDICATOR                       | L.1.1(a)        | Print all upper- and lowercase letters.   |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(c)        | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).                           |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| INDICATOR                       | L.1.1(h)        | Use determiners (e.g., articles, demonstratives).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.      |
| INDICATOR                       | L.1.2(a)        | Capitalize dates and names of people.   |
|                                 |                 |   |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards       |
|---------------------------------|----------------|--------------------------|
| STATE                           |                | Vocabulary Acquisition a |

| STATE<br>FRAMEWORK      |        | Vocabulary Acquisition and Use  |
|-------------------------|--------|---|
| GRADE LEVEL 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 11: Unit 2 Writing from Notes, p. 117-123

# **Connecticut State Standards**

|                                 |                 | Language Arts   |
|---------------------------------|-----------------|---|
|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |

| STATE<br>FRAMEWORK  |                                 | Print Concepts  |
|---|---------------------------------|---|
| GRADE LEVEL EXPECTATION   | RF.1.1.                         | Demonstrate understanding of the organization and basic features of print.  |
| INDICATOR   | RF.1.1(a)                       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).   |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>F.1.                 | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK  |                                 | Phonological Awareness  |
| GRADE LEVEL<br>EXPECTATION  | RF.1.2.                         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| INDICATOR   | RF.1.2(b)                       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   |
| INDICATOR   | RF.1.2(c)                       | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.   |
| INDICATOR   | RF.1.2(d)                       | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>F.1.                 | Reading Standards: Foundational Skills  |
| STANDARD  |                                 |   |
| STATE<br>FRAMEWORK  |                                 | Phonics and Word Recognition  |
| STATE   | RF.1.3.                         | Phonics and Word Recognition  Know and apply grade-level phonics and word analysis skills in decoding words.  |
| STATE<br>FRAMEWORK<br>GRADE LEVEL   | <b>RF.1.3.</b><br>RF.1.3(a)     |   |
| STATE<br>FRAMEWORK<br>GRADE LEVEL<br>EXPECTATION  |                                 | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT   | RF.1.3(a)                       | Know and apply grade-level phonics and word analysis skills in decoding words.  Know the spelling-sound correspondences for common consonant digraphs.  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  | RF.1.3(a)                       | Know and apply grade-level phonics and word analysis skills in decoding words.  Know the spelling-sound correspondences for common consonant digraphs.  Writing Standards   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL  | RF.1.3(a)  CT.CC.W. 1.          | Know and apply grade-level phonics and word analysis skills in decoding words.  Know the spelling-sound correspondences for common consonant digraphs.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, focus on a topic, respond to questions and suggestions  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT                          | RF.1.3(a)  CT.CC.W.  1.  W.1.5. | Know and apply grade-level phonics and word analysis skills in decoding words.  Know the spelling-sound correspondences for common consonant digraphs.  Writing Standards  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.                                   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE STANDARD | RF.1.3(a)  CT.CC.W.  1.  W.1.5. | Know and apply grade-level phonics and word analysis skills in decoding words.  Know the spelling-sound correspondences for common consonant digraphs.  Writing Standards  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.  Speaking and Listening Standards |

| INDICATOR  | SL.1.1(b)                                 | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
|--|---|---|
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.                           | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK   |   | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION  | SL.1.2.                                   | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.                           | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK   |   | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION  | SL.1.5.                                   | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| GRADE LEVEL EXPECTATION  | SL.1.6.                                   | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1.                            | Language Standards  |
|  |   |   |
| STATE<br>FRAMEWORK   |   | Conventions of Standard English   |
|  | L.1.1.                                    | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| FRAMEWORK GRADE LEVEL  | L.1.1.<br>L.1.1(a)                        | Demonstrate command of the conventions of standard English grammar and usage  |
| FRAMEWORK  GRADE LEVEL EXPECTATION   |   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECT ATION  INDICATOR  | L.1.1(a)                                  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR   | L.1.1(a)                                  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  |
| FRAMEWORK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN I CONTENT   | L.1.1(a)  L.1.1(b)  L.1.1(f)  CT.CC.L.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use frequently occurring adjectives.  |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE  | L.1.1(a)  L.1.1(b)  L.1.1(f)  CT.CC.L.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use frequently occurring adjectives.  Language Standards  |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN I CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL                         | L.1.1(a)  L.1.1(b)  L.1.1(f)  CT.CC.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use frequently occurring adjectives.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization,   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECT ATION | L.1.1(a)  L.1.1(b)  L.1.1(f)  CT.CC.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use frequently occurring adjectives.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| GRADE LEVEL        |
|--------------------|
| <b>EXPECTATION</b> |

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 12: Unit 2 Writing from Notes, p. 125-132

#### **Connecticut State Standards**

| Grade 1 - Adopted: 2010         |                 |   |  |  |
|---------------------------------|-----------------|---|--|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |  |  |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |  |  |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |  |  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |  |  |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |  |  |
| STATE<br>FRAMEWORK              |                 | Print Concepts  |  |  |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                    |  |  |

| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).   |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION          | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| INDICATOR                        | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| INDICATOR                        | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonics and Word Recognition  |
| GRADE LEVEL EXPECTATION          | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| INDICATOR                        | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Fluency   |
| GRADE LEVEL EXPECTATION          | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.   |
| INDICATOR                        | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION          | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR                        | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                        | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |
|                                  |                 |   |

| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(a)        | Print all upper- and lowercase letters.   |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(i)        | Use frequently occurring prepositions (e.g., during, beyond, toward).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(a)        | Capitalize dates and names of people.   |
| INDICATOR                       | L.1.2(b)        | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 13: Unit 2 Writing from Notes, p. 133-139

## **Connecticut State Standards**

| Grade 1 - Adopted: 2010          |                 |   |  |
|----------------------------------|-----------------|---|--|
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK               |                 | Key Ideas and Details   |  |
| GRADE LEVEL EXPECTATION          | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |  |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |  |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |  |
| STATE<br>FRAMEWORK               |                 | Print Concepts  |  |
| GRADE LEVEL EXPECTATION          | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |  |
| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |  |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |  |

| GRADE LEVEL EXPECTATION  | SL.1.1.                                | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
|--|--|---|
| INDICATOR  | SL.1.1(a)                              | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| INDICATOR  | SL.1.1(b)                              | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.                        | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK   |  | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION  | SL.1.2.                                | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.                        | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK   |  | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION  | SL.1.6.                                | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1.                         | Language Standards  |
|  |  |   |
| STATE<br>FRAMEWORK   |  | Conventions of Standard English   |
|  | L.1.1.                                 | Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| FRAMEWORK  GRADE LEVEL   | L.1.1.                                 | Demonstrate command of the conventions of standard English grammar and usage  |
| FRAMEWORK  GRADE LEVEL EXPECTATION   |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION  INDICATOR   | L.1.1(a)                               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.   |
| FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR   | L.1.1(a)                               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone,  |
| FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  | L.1.1(a)  L.1.1(b)  L.1.1(d)           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).   |
| INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR                                      | L.1.1(a)  L.1.1(b)  L.1.1(f)  CT.CC.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  Use frequently occurring adjectives.                     |
| FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE | L.1.1(a)  L.1.1(b)  L.1.1(f)  CT.CC.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Print all upper- and lowercase letters.  Use common, proper, and possessive nouns.  Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  Use frequently occurring adjectives.  Language Standards |

| STANDARD                        |                |   |
|---------------------------------|----------------|---|
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR                       | L.1.4(b)       | Use frequently occurring affixes as a clue to the meaning of a word.  |
|                                 |                |   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| CONTENT                         |                | Language Standards  Vocabulary Acquisition and Use  |

CT.CC.L. Language Standards 1.

(e.g., because).

DOMAIN / CONTENT

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

## **Connecticut State Standards**

| Grade <b>1</b> - Adopted: <b>2010</b> |                 |   |  |
|---------------------------------------|-----------------|---|--|
| DOMAIN /<br>CONTENT<br>ST ANDARD      | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details   |  |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Craft and Structure   |  |
| GRADE LEVEL EXPECTATION               | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Integration of Knowledge and Ideas  |  |
| GRADE LEVEL EXPECTATION               | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |  |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness   |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |

| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
|---------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.        | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)        | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.4.          | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                                     |
| INDICATOR                       | L.1.4(b)        | Use frequently occurring affixes as a clue to the meaning of a word.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 15: Unit 3 Retelling Narrative Stories, p. 153-159

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

| CONTENT<br>STANDARD             | F.1.            | Reading Standards: Foundational Skins  |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Phonological Awareness   |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Fluency  |
| GRADE LEVEL EXPECT ATION        | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| INDICATOR                       | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| 2,0 20 7,11011                  |                 | unough oner media.   |

CT.CC.R Reading Standards: Foundational Skills

DOMAIN /

| STATE<br>FRAMEWORK               |                | Presentation of Knowledge and Ideas   |
|----------------------------------|----------------|---|
| GRADE LEVEL EXPECTATION          | SL.1.5.        | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| GRADE LEVEL EXPECTATION          | SL.1.6.        | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK               |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION          | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                        | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                        | L.1.1(f)       | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK               |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION          | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                        | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK               |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION          | L.1.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR                        | L.1.4(b)       | Use frequently occurring affixes as a clue to the meaning of a word.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK               |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION          | L.1.5.         | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                        | L.1.5(a)       | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |
| INDICATOR                        | L.1.5(b)       | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).                                    |

| DOMAIN / |  |
|----------|--|
| CONTENT  |  |
| STANDARD |  |

CT.CC.L. Language Standards 1.

| STATE<br>FRAMEWORK      |        | Vocabulary Acquisition and Use  |
|-------------------------|--------|---|
| GRADE LEVEL 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 16: Unit 3 Retelling Narrative Stories, p. 161-168

# **Connecticut State Standards**

| Language Arts                         |                 |   |
|---------------------------------------|-----------------|---|
| Grade <b>1</b> - Adopted: <b>2010</b> |                 |   |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION               | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION               | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION               | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |

| STATE<br>FRAMEWORK              |                 | Print Concepts   |
|---------------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness   |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| INDICATOR                       | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |

| STATE<br>FRAMEWORK  |  | Comprehension and Collaboration   |
|---|--|---|
| GRADE LEVEL EXPECTATION   | SL.1.2.                                  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.S<br>L.1.                          | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK  |  | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION   | SL.1.5.                                  | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| GRADE LEVEL EXPECTATION   | SL.1.6.                                  | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.                                 | Language Standards  |
| STATE<br>FRAMEWORK  |  | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION   | L.1.1.                                   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR   | L.1.1(b)                                 | Use common, proper, and possessive nouns.   |
|   |  |   |
| INDICATOR   | L.1.1(f)                                 | Use frequently occurring adjectives.  |
|   | L.1.1(f)  CT.CC.L. 1.                    | Use frequently occurring adjectives.  Language Standards  |
| INDICATOR  DOMAIN / CONTENT   | CT.CC.L.                                 |   |
| INDICATOR  DOMAIN / CONTENT STANDARD  | CT.CC.L.                                 | Language Standards  |
| INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL  | CT.CC.L.                                 | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization,   |
| INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION                              | CT.CC.L.<br>1.                           | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                     |
| INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT | CT.CC.L.  1.  L.1.2.  L.1.2(b)  CT.CC.L. | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences. |

# Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

# **Connecticut State Standards**

| Grade <b>1</b> - Adopted: <b>2010</b> |                 |   |
|---------------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION               | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION               | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION               | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK                    |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION               | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                             | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK                    |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION               | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                |

| INDICATOR  | RF.1.2(a)                                   | Distinguish long from short vowel sounds in spoken single-syllable words.  |
|--|---|--|
| INDICATOR  | RF.1.2(b)                                   | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1.                             | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK   |   | Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION  | RF.1.3.                                     | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR  | RF.1.3(a)                                   | Know the spelling-sound correspondences for common consonant digraphs.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.<br>1.                              | Writing Standards  |
| STATE<br>FRAMEWORK   |   | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION  | W.1.5.                                      | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.                             | Speaking and Listening Standards   |
| STATE  |   | Comprehension and Collaboration  |
| FRAMEWORK  |   |  |
| GRADE LEVEL EXPECTATION  | 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.  |
| GRADE LEVEL  | <b>SL.1.1.</b> SL.1.1(a)                    |  |
| GRADE LEVEL EXPECTATION  |   | 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  |
| GRADE LEVEL EXPECT ATION  INDICATOR  | SL.1.1(a)                                   | 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  |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT   | SL.1.1(a) SL.1.1(b) CT.CC.S                 | 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.   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE   | SL.1.1(a) SL.1.1(b) CT.CC.S                 | 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.  Speaking and Listening Standards   |
| GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL                              | SL.1.1(a)  SL.1.1(b)  CT.CC.S L.1.          | 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.  Speaking and Listening Standards  Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or                      |
| GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT | SL.1.1(a)  SL.1.1(b)  CT.CC.S L.1.  SL.1.2. | 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.  Speaking and Listening Standards  Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

| GRADE LEVEL EXPECTATION         | SL.1.6.        | Produce complete sentences when appropriate to task and situation.  |
|---------------------------------|----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(d)       | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).   |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.5.         | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                       | L.1.5(d)       | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RI.1.1.         | Ask and answer questions about key details in a text.   |
| GRADE LEVEL EXPECTATION         | RI.1.2.         | Identify the main topic and retell key details of a text.                                     |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI<br>.1. | Reading Standards for Informational Text  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |

| GRADE LEVEL EXPECTATION         | RI.1.6.         | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | RI.1.7.         | Use the illustrations and details in a text to describe its key ideas.   |
| GRADE LEVEL EXPECTATION         | RI.1.8.         | Identify the reasons an author gives to support points in a text.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Fluency  |
| GRADE LEVEL EXPECTATION         | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| INDICATOR                       | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Text Types and Purposes  |
| GRADE LEVEL EXPECTATION         | 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.                      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |

| DOMAIN /        |
|-----------------|
| CONTENT         |
| <b>STANDARD</b> |

STATE

**FRAMEWORK** 

CT.CC.W. Writing Standards 1.

| GRADE LEVEL | W.1.7. | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a |
|-------------|--------|--|
| EXPECTATION |        | given topic and use them to write a sequence of instructions).                                     |

Research to Build and Present Knowledge

GRADE LEVEL W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### DOMAIN / CONTENT STANDARD

### CT.CC.S L.1.

### **Speaking and Listening Standards**

| STATE<br>FRAMEWORK      |           | Comprehension and Collaboration   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.1.1.   | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR               | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR               | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |

#### DOMAIN / CONTENT STANDARD

#### CT.CC.S L.1.

### **Speaking and Listening Standards**

| STATE<br>FRAMEWORK      |         | Comprehension and Collaboration   |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

### DOMAIN / CONTENT STANDARD

### CT.CC.S L.1.

### **Speaking and Listening Standards**

| STATE<br>FRAMEWORK      |         | Presentation of Knowledge and Ideas  |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXPECTATION | SL.1.6. | Produce complete sentences when appropriate to task and situation.   |

### DOMAIN / CONTENT STANDARD

# CT.CC.L.

### Language Standards

| STATE<br>FRAMEWORK      |        | Conventions of Standard English  |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.  |
|---------------------------------|----------------|--|
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards   |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INIDIOATOD                      | L 1 0/h)       |  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.       | Language Standards   |
| DOMAIN /<br>CONTENT             | CT.CC.L.       |  |

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

# **Connecticut State Standards**

|                                  |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION          | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |

| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                                     |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RI.1.1.         | Ask and answer questions about key details in a text.  |
| GRADE LEVEL EXPECTATION         | RI.1.2.         | Identify the main topic and retell key details of a text.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RI.1.6.         | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | RI.1.7.         | Use the illustrations and details in a text to describe its key ideas.   |
| GRADE LEVEL EXPECTATION         | RI.1.8.         | Identify the reasons an author gives to support points in a text.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).                  |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Phonological Awareness   |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Research to Build and Present Knowledge  |
| GRADE LEVEL EXPECTATION         | W.1.8.          | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.               |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas  |

| GRADE LEVEL EXPECTATION   | SL.1.5.                                | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
|---|--|---|
| GRADE LEVEL EXPECTATION   | SL.1.6.                                | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.<br>1.                         | Language Standards  |
| STATE<br>FRAMEWORK  |  | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION   | L.1.1.                                 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR   | L.1.1(b)                               | Use common, proper, and possessive nouns.   |
| INDICATOR   | L.1.1(c)                               | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| INDICATOR   | L.1.1(f)                               | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.                               | Language Standards  |
| STANDARD  |  |   |
| STATE<br>FRAMEWORK  |  | Conventions of Standard English   |
| STATE   | L.1.2.                                 | Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STATE<br>FRAMEWORK<br>GRADE LEVEL   | L.1.2.<br>L.1.2(b)                     | Demonstrate command of the conventions of standard English capitalization,  |
| STATE<br>FRAMEWORK<br>GRADE LEVEL<br>EXPECTATION  |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR   | L.1.2(b)                               | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Use conventional spelling for words with common spelling patterns and for frequently occurring  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR                              | L.1.2(b)                               | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT | L.1.2(b)  L.1.2(d)  L.1.2(e)  CT.CC.L. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

## Week 20: Unit 4 Summarizing a Reference, p. 195-201

## **Connecticut State Standards**

**Language Arts** 

Grade **1** - Adopted: **2010** 

| DOMAIN / | CT.CC.R | Reading Standards for Literature |
|----------|---------|----------------------------------|
| CONTENT  | L.1.    |                                  |
| STANDARD |         |                                  |

| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
|---------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RI.1.1.         | Ask and answer questions about key details in a text.   |
| GRADE LEVEL EXPECTATION         | RI.1.2.         | Identify the main topic and retell key details of a text.                                     |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |

| GRADE LEVEL EXPECTATION         | RI.1.6.         | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | RI.1.7.         | Use the illustrations and details in a text to describe its key ideas.   |
| GRADE LEVEL EXPECTATION         | RI.1.8.         | Identify the reasons an author gives to support points in a text.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).                  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness   |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| INDICATOR                       | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                              |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.   |
| INDICATOR                       | RF.1.3(f)       | Read words with inflectional endings.  |
| DOMAIN /                        | CT.CC.R         | Reading Standards: Foundational Skills   |

| STATE<br>FRAMEWORK   |                            | Fluency   |
|--|----------------------------|---|
| GRADE LEVEL EXPECTATION  | RF.1.4.                    | Read with sufficient accuracy and fluency to support comprehension.   |
| INDICATOR  | RF.1.4(b)                  | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.<br>1.             | Writing Standards   |
| STATE<br>FRAMEWORK   |                            | Text Types and Purposes   |
| GRADE LEVEL EXPECTATION  | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.                   | Writing Standards   |
| STATE<br>FRAMEWORK   |                            | Production and Distribution of Writing  |
| GRADE LEVEL EXPECTATION  | W.1.5.                     | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.                   | Writing Standards   |
| STATE<br>FRAMEWORK   |                            | Research to Build and Present Knowledge   |
| GRADE LEVEL EXPECTATION  | 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).   |
|  |                            |   |
| GRADE LEVEL EXPECTATION  | W.1.8.                     | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
|  | W.1.8.  CT.CC.S L.1.       |   |
| DOMAIN / CONTENT   | CT.CC.S                    | from provided sources to answer a question.   |
| DOMAIN / CONTENT STANDARD  | CT.CC.S                    | from provided sources to answer a question.  Speaking and Listening Standards   |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL                        | CT.CC.S<br>L.1.            | from provided sources to answer a question.  Speaking and Listening Standards  Comprehension and Collaboration  Participate in collaborative conversations with diverse partners about grade 1 topics   |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION            | CT.CC.S<br>L.1.            | from provided sources to answer a question.  Speaking and Listening Standards  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.  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR | CT.CC.S<br>L.1.<br>SL.1.1. | 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  |

| GRADE LEVEL EXPECTATION   | SL.1.2.                            | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
|---|------------------------------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.S<br>L.1.                    | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK  |                                    | Presentation of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION   | SL.1.5.                            | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |
| GRADE LEVEL EXPECTATION   | SL.1.6.                            | Produce complete sentences when appropriate to task and situation.   |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.<br>1.                     | Language Standards   |
| STATE<br>FRAMEWORK  |                                    | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION   | L.1.1.                             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR   | L.1.1(b)                           | Use common, proper, and possessive nouns.  |
|   |                                    |  |
| INDICATOR   | L.1.1(f)                           | Use frequently occurring adjectives.   |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.                           | Use frequently occurring adjectives.  Language Standards   |
| DOMAIN /<br>CONTENT   | CT.CC.L.                           |  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.L.                           | Language Standards   |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL   | CT.CC.L.                           | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization,  |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION   | CT.CC.L.<br>1.                     | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT  | CT.CC.L.  1.  L.1.2.  L.1.2(b)     | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE                                    | CT.CC.L.  1.  L.1.2.  L.1.2(b)     | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Language Standards  |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL             | CT.CC.L. 1.  L.1.2(b)  CT.CC.L. 1. | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases  |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION | CT.CC.L. 1.  L.1.2(b)  CT.CC.L. 1. | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Language Standards  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, |

GRADE LEVEL 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 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

## **Connecticut State Standards**

|                                  |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION          | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION          | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                    |

| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards   |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION         | 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.  |
| CT.CC.L.<br>1. | Language Standards  |
|                | Conventions of Standard English   |
| L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| L.1.2(b)       | Use end punctuation for sentences.  |
| L.1.2(d)       | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| CT.CC.L.       | Language Standards  |
|                | Vocabulary Acquisition and Use  |
| 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). |
|                | L.1.1(f)  CT.CC.L. 1.  L.1.2(b)  L.1.2(d)  CT.CC.L. 1.  |

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

# **Connecticut State Standards**

| Grade <b>1</b> - Adopted: <b>2010</b> |                 |   |
|---------------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION               | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |

| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas   |
|---------------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Fluency  |
| GRADE LEVEL<br>EXPECTATION      | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| INDICATOR                       | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
|                                 |                 |  |

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

# Week 23: Unit 5 Writing from Pictures, p. 223-229

# **Connecticut State Standards**

| Grade <b>1</b> - Adopted: <b>2010</b> |                 |   |
|---------------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION               | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION               | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK                    |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION               | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK                    |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION               | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                             | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR                       | RF.1.3(f)       | Read words with inflectional endings.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.   |

Reading Standards: Foundational Skills

DOMAIN /

CT.CC.R

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
|---------------------------------|----------------|---|
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.  |
| INDICATOR                       | L.1.1(i)       | Use frequently occurring prepositions (e.g., during, beyond, toward).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.1.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                                     |
| INDICATOR                       | L.1.4(c)       | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>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 24: Unit 5 Writing from Pictures, p. 231-237

## **Connecticut State Standards**

## **Language Arts**

# Grade **1** - Adopted: **2010**

DOMAIN / CONTENT STANDARD CT.CC.R L.1. **Reading Standards for Literature** 

| STATE<br>FRAMEWORK               |                 | Key Ideas and Details   |
|----------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION          | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                              |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION          | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION          | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                |
| INDICATOR                        | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.                                   |
| INDICATOR                        | RF.1.2(b)       | Orally produce single-syllable words by blending sounds (phonemes), including consonant                     |

| STANDARD                        | F.1.            |  |
|---------------------------------|-----------------|--|
| STATE<br>FRAMEWORK              |                 | Phonics and Word Recognition   |
| GRADE LEVEL EXPECTATION         | RF.1.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| INDICATOR                       | RF.1.3(a)       | Know the spelling-sound correspondences for common consonant digraphs.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.   |

CT.CC.R Reading Standards: Foundational Skills

DOMAIN / CONTENT

F.1.

| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
|---------------------------------|----------------|---|
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(a)       | Capitalize dates and names of people.   |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 25: Introductin to Unit 7 Inventive Writing, p. 239-247

#### **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Craft and Structure  |

| GRADE LEVEL EXPECTATION          | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.               |
|----------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION          | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.                    |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK               |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION          | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade                       |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION          | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.                                  |
| INDICATOR                        | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION          | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                |
| INDICATOR                        | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.                                   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK               |                 | Fluency   |
| GRADE LEVEL EXPECTATION          | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.   |
| INDICATOR                        | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.W.        | Writing Standards   |

| STATE<br>FRAMEWORK              |                 | Text Types and Purposes  |
|---------------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION         | 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.                      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Research to Build and Present Knowledge  |
| GRADE LEVEL EXPECTATION         | W.1.8.          | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.               |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          |
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).        |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |

| GRADE LEVEL EXPECTATION  | SL.1.6.        | Produce complete sentences when appropriate to task and situation.   |
|--|----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD                                      | CT.CC.L.<br>1. | Language Standards   |
| STATE<br>FRAMEWORK   |                | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION  | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR  | L.1.1(b)       | Use common, proper, and possessive nouns.  |
| INDICATOR  | L.1.1(f)       | Use frequently occurring adjectives.   |
| DOMAIN /<br>CONTENT<br>STANDARD                                      | CT.CC.L.<br>1. | Language Standards   |
| STATE  |                | Conventions of Standard English  |
| FRAMEWORK  |                | 3  |
| FRAMEWORK  GRADE LEVEL EXPECTATION                                   | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL  | L.1.2.         | Demonstrate command of the conventions of standard English capitalization,   |
| GRADE LEVEL EXPECTATION  |                | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT                 | L.1.2(b)       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.                     |
| GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE | L.1.2(b)       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use end punctuation for sentences.  Language Standards |

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |

| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
|---------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Print Concepts  |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.  |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).                           |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK              |                 | Phonological Awareness  |
| GRADE LEVEL EXPECTATION         | RF.1.2.         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| INDICATOR                       | RF.1.2(a)       | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards   |
| STATE<br>FRAMEWORK              |                 | Text Types and Purposes   |
| GRADE LEVEL EXPECTATION         | 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. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards   |

| STATE<br>FRAMEWORK   |                       | Production and Distribution of Writing  |
|--|-----------------------|---|
| GRADE LEVEL EXPECTATION  | W.1.5.                | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.<br>1.        | Writing Standards   |
| STATE<br>FRAMEWORK   |                       | Research to Build and Present Knowledge   |
| GRADE LEVEL EXPECTATION  | W.1.8.                | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.       | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK   |                       | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION  | SL.1.1.               | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| INDICATOR  | SL.1.1(a)             | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| INDICATOR  | SL.1.1(b)             | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /   | CT.CC.S               | Speaking and Listening Standards  |
| CONTENT<br>STANDARD  | L.1.                  |   |
|  |                       | Comprehension and Collaboration   |
| STANDARD   |                       |   |
| ST ATE FRAMEWORK  GRADE LEVEL  | L.1.                  | Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or   |
| STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT   | SL.1.2.  CT.CC.S      | Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
| ST ANDARD  ST AT E FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT ST ANDARD  ST AT E   | SL.1.2.  CT.CC.S      | Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  Speaking and Listening Standards  |
| STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL                          | SL.1.2.  CT.CC.S L.1. | Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  Speaking and Listening Standards  Presentation of Knowledge and Ideas  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts,               |
| STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL | CT.CC.S<br>L.1.       | Comprehension and Collaboration  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  Speaking and Listening Standards  Presentation of Knowledge and Ideas  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|---------------------------------|----------------|---|
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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

# **Connecticut State Standards**

|                                 |                 | Grade 1 - Adopted: 2010   |
|---------------------------------|-----------------|---|
|                                 |                 | Grade 1 - Adopted. 2010   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |

| STATE<br>FRAMEWORK   |                                 | Integration of Knowledge and Ideas  |
|--|---------------------------------|---|
| GRADE LEVEL EXPECTATION  | RL.1.7.                         | Use illustrations and details in a story to describe its characters, setting, or events.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>L.1.                 | Reading Standards for Literature  |
| STATE<br>FRAMEWORK   |                                 | Range of Reading and Level of Text Complexity   |
| GRADE LEVEL EXPECTATION  | RL.1.10.                        | With prompting and support, read prose and poetry of appropriate complexity for grade   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1.                 | Reading Standards: Foundational Skills  |
| STATE<br>FRAMEWORK   |                                 | Print Concepts  |
| GRADE LEVEL EXPECTATION  | RF.1.1.                         | Demonstrate understanding of the organization and basic features of print.  |
| INDICATOR  | RF.1.1(a)                       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.R<br>F.1.                 | Reading Standards: Foundational Skills  |
| 07.475   |                                 | Microbio Cod Account  |
| STATE<br>FRAMEWORK   |                                 | Phonological Awareness  |
|  | RF.1.2.                         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| FRAMEWORK  GRADE LEVEL   | <b>RF.1.2.</b> RF.1.2(a)        |   |
| FRAMEWORK  GRADE LEVEL EXPECTATION   |                                 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT   | RF.1.2(a)  CT.CC.W.             | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.   |
| FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE  | RF.1.2(a)  CT.CC.W.             | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Writing Standards  |
| GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL  | RF.1.2(a)  CT.CC.W. 1.          | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts in which they name a topic, supply some facts about the topic,   |
| FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT               | RF.1.2(a)  CT.CC.W.  1.  W.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  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.                    |
| GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE STANDARD | RF.1.2(a)  CT.CC.W.  1.  W.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  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.  Writing Standards |

| STATE<br>FRAMEWORK   |                               | Research to Build and Present Knowledge  |
|--|-------------------------------|--|
| GRADE LEVEL EXPECTATION  | W.1.8.                        | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.               | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK   |                               | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION  | SL.1.1.                       | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  |
| INDICATOR  | SL.1.1(a)                     | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| INDICATOR  | SL.1.1(b)                     | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.               | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK   |                               | Comprehension and Collaboration  |
| GRADE LEVEL EXPECTATION  | SL.1.2.                       | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
|  |                               |  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1.               | Speaking and Listening Standards   |
| CONTENT  |                               | Speaking and Listening Standards  Presentation of Knowledge and Ideas  |
| CONTENT<br>STANDARD  |                               |  |
| STATE FRAMEWORK  GRADE LEVEL   | L.1.                          | Presentation of Knowledge and Ideas  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts,  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL  | L.1.<br>SL.1.5.               | Presentation of Knowledge and Ideas  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT                      | SL.1.5. SL.1.6.               | Presentation of Knowledge and Ideas  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.  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE                        | SL.1.5. SL.1.6.               | Presentation of Knowledge and Ideas  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.  Language Standards  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL | SL.1.5. SL.1.6. CT.CC.L. 1.   | Presentation of Knowledge and Ideas  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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage                           |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION              | SL.1.5.  SL.1.6.  CT.CC.L. 1. | Presentation of Knowledge and Ideas  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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| STATE<br>FRAMEWORK       |          | Conventions of Standard English  |
|--------------------------|----------|--|
| GRADE LEVEL EXPECTATION  | L.1.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR                | L.1.2(b) | Use end punctuation for sentences.   |
| DOMAIN /<br>CONTENT      | CT.CC.L. | Language Standards   |
| STANDARD                 |          |  |
| STANDARD STATE FRAMEWORK | -        | Vocabulary Acquisition and Use   |

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

## **Connecticut State Standards**

|                                 |                 | Grade 1 - Adopted: 2010  |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RI.1.6.         | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI        | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                 | Integration of Knowledge and Ideas   |

| GRADE LEVEL EXPECTATION         | RI.1.7.         | Use the illustrations and details in a text to describe its key ideas.   |
|---------------------------------|-----------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Print Concepts   |
| GRADE LEVEL EXPECTATION         | RF.1.1.         | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR                       | RF.1.1(a)       | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK              |                 | Fluency  |
| GRADE LEVEL EXPECTATION         | RF.1.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| INDICATOR                       | RF.1.4(b)       | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Text Types and Purposes  |
| GRADE LEVEL EXPECTATION         | 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.                      |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.        | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>1.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                 | Research to Build and Present Knowledge  |
| GRADE LEVEL EXPECTATION         | W.1.8.          | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.               |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration  |
|                                 |                 |  |

| GRADE LEVEL EXPECTATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
|---------------------------------|-----------------|---|
| INDICATOR                       | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| INDICATOR                       | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION         | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                             |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION         | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                    |
| GRADE LEVEL EXPECTATION         | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)        | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)        | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1.  | Language Standards  |
| STATE<br>FRAMEWORK              |                 | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                  |
| INDICATOR                       | L.1.2(b)        | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.        | Language Standards  |

| STATE<br>FRAMEWORK      |        | Vocabulary Acquisition and Use  |
|-------------------------|--------|---|
| GRADE LEVEL 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 29: Revisiting Unit 3, p. 275-282

## **Connecticut State Standards**

| Language Arts                         |                 |   |  |
|---------------------------------------|-----------------|---|--|
| Grade <b>1</b> - Adopted: <b>2010</b> |                 |   |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Key Ideas and Details   |  |
| GRADE LEVEL EXPECTATION               | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Craft and Structure   |  |
| GRADE LEVEL EXPECTATION               | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Integration of Knowledge and Ideas  |  |
| GRADE LEVEL EXPECTATION               | RL.1.7.         | Use illustrations and details in a story to describe its characters, setting, or events.      |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>L.1. | Reading Standards for Literature  |  |
| STATE<br>FRAMEWORK                    |                 | Range of Reading and Level of Text Complexity   |  |
| GRADE LEVEL EXPECTATION               | RL.1.10.        | With prompting and support, read prose and poetry of appropriate complexity for grade         |  |
| DOMAIN /<br>CONTENT<br>STANDARD       | CT.CC.R<br>F.1. | Reading Standards: Foundational Skills  |  |
| STATE<br>FRAMEWORK                    |                 | Print Concepts  |  |

| RF.1.1. Demonstrate understanding of the organization and basic features of print.  RF.1.1. Pacognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punchasion).  DOMAIN   CONTENT   CT.CC.W. Writing Standards    STATE FRAMEWORK   Production and Distribution of Writing    CONTENT   CT.CC.S Speaking and Listening Standards    STATE FRAMEWORK   Comprehension and Collaboration    REALIZE   Pollow agreed-upon nales for discussions (e.g., listening to others with care, speaking one at a time about the oppics and texts under discussions by responding to the comments of others through multiple exchanges.  DOMAIN   CT.CC.S Speaking and Listening Standards    STATE FRAMEWORK   Comprehension and Collaboration    REALIZE   Pollow agreed-upon nales for discussions (e.g., listening to others with care, speaking one at a time about the opics and texts under discussion).  RDICATOR   SL1.1(a)   Pollow agreed-upon nales for discussions (e.g., listening to others with care, speaking one at a time about the opics and texts under discussion).  RDICATOR   SL1.1(b)   Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  DOMAIN   CT.CC.S   Speaking and Listening Standards    STATE FRAMEWORK   Comprehension and Collaboration    COMPREHENCE   Comprehension and Collaboration    STATE FRAMEWORK   Presentation of Knowledge and Ideas    CT.CC.S   Speaking and Listening Standards    L1.   Add diswings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  CT.CC.L Language Standards    L1.   CT.CC.L Language Standards    L1.   CONTENT   CT.CC.L Language Standards    L1.   Conventions of Standard English    CONTENT   CT.CC.L Language Standards    L1.   Conventions of Standard English    CONTENT   CT.CC.L Language Standards    L1.   CONVENT   CT.CC.L    CONTENT   CT.CC.L   C |           |           |  |
|--|-----------|-----------|--|
| DOMAIN / CONTENT STANDARD  STATE PRAMEWORK  Production and Distribution of Writing  FRAMEWORK  Multipudiance and support from adults, focus on a topic, respond to questions and suggestions from piers, and add details to strengthen writing as needed.  CT.CC.S  Speaking and Listening Standards  CONTENT STANDARD  CT.CC.S  Speaking and Listening Standards  Comprehension and Collaboration  FRAMEWORK  CRADE LEVEL  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and tots with poers and adults in small and larger groups.  INDICATOR  SL.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussions).  INDICATOR  SL.1.(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  CT.CC.S  Speaking and Listening Standards  STATE  Comprehension and Collaboration  FRAMEWORK  CT.CC.S  Speaking and Listening Standards  CT.CC.S  CT.CC.S  Speaking and Listening Standards  CT.CC.S  CT.CC.S  CT.CC.S  Speaking and Listening Standards  CT.CC.S  CT.CC.S  CT.CC.S  CT.CC.S  Speaking and Listening Standards  CT.CC.S  CT |           | RF.1.1.   | Demonstrate understanding of the organization and basic features of print. |
| STATE FRAMEWORK  TOPO DELEVEL FRAMEWORK  STATE FRAMEWORK  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.  CT.CC.S CONTENT STANDARD  CT.CC.S  Speaking and Listening Standards  CT.CC.S  Speaking and Collaboration FRAMEWORK  GRADE LEVEL EXPECTATION  SL.1.1.  Participate in collaboration FRAMEWORK  GRADE LEVEL EXPECTATION  SL.1.1.  Participate in collaboration on and dults in small and larger groups.  INDICATOR  SL.1.1.  Pollow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL.1.(b)  Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  Speaking and Listening Standards  CT.CC.S  CT.CC.S  Speaking and Listening Standards  CT.CC.S  CT.CC.L  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  CT.CC.L  CONTENT  CT.CC.L  Language Standards  CT.CC.L  CONTENT  CONTENT  CT.CC.L  Language Standards  | INDICATOR | RF.1.1(a) |  |
| GRADE LEVEL EXPECTATION  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.  CT.CC.S  Speaking and Listening Standards  L1.  STATE  Comprehension and Collaboration  FRAMEWORK  SL1.1.  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  INDICATOR  SL1.1(a)  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL1.1(b)  Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  CT.CC.S  Speaking and Listening Standards  TATE  FRAMEWORK  COMPREHENSION and Collaboration  FRAMEWORK  CT.CC.S  Speaking and Listening Standards  CONTENT STANDARD  CT.CC.S  Speaking or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL  EXPECTATION  CT.CC.L  Language Standards  1.  CT.CC.L  Language Standards  STATE  Conventions of Standard English  | CONTENT   |           | Writing Standards  |
| DOMAIN / CONTENT STANDARD  CT.C.C.S  Speaking and Listening Standards  CT.C.C.S  Speaking and Listening Standards  STATE FRAMEWORK  CRADE LEVEL EXPECTATION  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  INDICATOR  SL.1.(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL.1.(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  CONTENT STANDARD  CT.C.C.S  Speaking and Listening Standards  COMPREHENSION and Collaboration  CT.C.C.S  COMPREHENSION and Collaboration  CT.C.C.S  Speaking and Listening Standards  CT.C.C.S  Speaking and Listening Standards  CT.C.C.S  CONTENT STANDARD  CT.C.S  Speaking and Listening Standards  CT.C.C.S  Speaking and Listening Standards  CT.C.C.S  CONTENT STANDARD  CT.C.S  Speaking and Listening Standards  CT.C.C.S  CONTENT STANDARD  CT.C.S  Speaking and Listening Standards  CT.C.C.S  CONTENT STANDARD  CT.C.S  Speaking and Listening Standards  CT.C.C.S  CONTENT STANDARD  CT.C.C.S  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and reelings.  CRADE LEVEL EXPECTATION  CT.C.C.L  Language Standards  CT.C.C.L  Language Standards  STATE  Conventions of Standard English   |           |           | Production and Distribution of Writing                                     |
| STATE FRAMEWORK  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  SL11(a)  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL11(a)  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL11(b)  Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  CT.CC.S  Speaking and Listening Standards  STATE FRAMEWORK  COMPREHENSION and Collaboration  GRADE LEVEL EXPECTATION  CT.CC.S  Speaking and Listening Standards  STATE FRAMEWORK  Presentation of Knowledge and Ideas  FRAMEWORK  GRADE LEVEL EXPECTATION  SL1.5.  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  CT.CC.L  Language Standards  STATE  CONTENT STANDARD  CT.CC.L  Language Standards  STATE  Conventions of Standard English   |           | W.1.5.    |  |
| GRADE LEVEL EXPECTATION  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  INDICATOR  SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL.1.(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  CT.CC.S Speaking and Listening Standards  STATE FRAMEWORK  CT.CC.S Comprehension and Collaboration  FRAMEWORK  CT.CC.S Speaking and Listening Standards  STATE PRAMEWORK  Presentation of Knowledge and Ideas  FRAMEWORK  GRADE LEVEL SL.1. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  SL.1.6. Produce complete sentences when appropriate to task and situation.  CT.CC.L Language Standards  STATE CONVENTY  STATE CONVENTY  CT.CC.L Language Standards  CONVENTY  STATE COnventions of Standard English   | CONTENT   |           | Speaking and Listening Standards   |
| INDICATOR  SL.1.(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  SL.1.(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  CAT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Collaboration  SCADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Listening Standards  L.1.  DOMAIN / CONTENT STANDARD  STATE PRAMEWORK  Presentation of Knowledge and Ideas  FRAMEWORK  GRADE LEVEL EXPECTATION  SL.1. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  CT.CC.L Language Standards  CT.CC.L Language Standards  STATE CONVENTY STANDARD  STATE Conventions of Standard English  |           |           | Comprehension and Collaboration  |
| time about the topics and texts under discussion).  INDICATOR  SL11(b)  Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  CT.CC.S  Speaking and Listening Standards  STATE FRAMEWORK  COMPRESSION and Collaboration  GRADE LEVEL EXPECTATION  CT.CC.S  Speaking and Listening Standards  STATE FRAMEWORK  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  SL15.  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  SL16.  Produce complete sentences when appropriate to task and situation.  CT.CC.L  Language Standards  STATE  Conventions of Standard English  |           | SL.1.1.   |  |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Collaboration  CT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Listening Standards  STATE FRAMEWORK  Presentation of Knowledge and Ideas  FRAMEWORK  GRADE LEVEL EXPECTATION  SL.1. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CT.CC.L Language Standards  STATE CONTENT STANDARD  STATE Conventions of Standard English   | INDICATOR | SL.1.1(a) |  |
| STATE Comprehension and Collaboration  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards  L1.  Presentation of Knowledge and Ideas  FRAMEWORK  GRADE LEVEL EXPECTATION  STATE Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  SL.1. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  SL.1. Produce complete sentences when appropriate to task and situation.  DOMAIN / CONTENT STANDARD  STATE COnventions of Standard English   | INDICATOR | SL.1.1(b) |  |
| GRADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards  CTATE FRAMEWORK  GRADE LEVEL EXPECTATION  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  SL.1.  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  STATE FRAMEWORK  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  SL.1.  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  SL.1.  Produce complete sentences when appropriate to task and situation.  CT.CC.L. Language Standards  CT.CC.L. Language Standards  CONTENT STANDARD  CT.CC.L. Conventions of Standard English  | CONTENT   |           | Speaking and Listening Standards   |
| DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  SL.1.  SL.1.6. Produce complete sentences when appropriate to task and situation.  DOMAIN / CONTENT STANDARD  STATE  CT.CC.L. Language Standards  CT.CC.L. Conventions of Standard English   |           |           | Comprehension and Collaboration  |
| CONTENT STANDARD  L.1.  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  SL.1.6.  Produce complete sentences when appropriate to task and situation.  DOMAIN / CONTENT STANDARD  CT.CC.L. Language Standards  Conventions of Standard English   |           | SL.1.2.   |  |
| GRADE LEVEL EXPECTATION  SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION  SL.1.6. Produce complete sentences when appropriate to task and situation.  DOMAIN / CONTENT STANDARD  CT.CC.L. Language Standards  Conventions of Standard English  | CONTENT   |           | Speaking and Listening Standards   |
| GRADE LEVEL SL.1.6. Produce complete sentences when appropriate to task and situation.  EXPECTATION  CT.CC.L. Language Standards  STATE  Conventions of Standard English   |           |           | Presentation of Knowledge and Ideas  |
| DOMAIN / CT.CC.L. Language Standards CONTENT 1. STANDARD  COnventions of Standard English  |           | SL.1.5.   |  |
| CONTENT 1. STANDARD  STATE Conventions of Standard English   |           | SL.1.6.   | Produce complete sentences when appropriate to task and situation.         |
|  | CONTENT   |           | Language Standards   |
|  |           |           | Conventions of Standard English  |

| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|---------------------------------|----------------|---|
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.       | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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 30: Revisiting Unit 4, p. 283-290

# **Connecticut State Standards**

|                                 |                 | Grade <b>1</b> - Adopted: <b>2010</b>   |
|---------------------------------|-----------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.1.3.         | Describe characters, settings, and major events in a story, using key details.                |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                 | Craft and Structure   |
| GRADE LEVEL EXPECTATION         | RL.1.4.         | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.1. | Reading Standards for Literature  |

| STATE<br>FRAMEWORK  |                                  | Integration of Knowledge and Ideas   |
|---|----------------------------------|--|
| GRADE LEVEL EXPECTATION   | RL.1.7.                          | Use illustrations and details in a story to describe its characters, setting, or events.   |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>L.1.                  | Reading Standards for Literature   |
| STATE<br>FRAMEWORK  |                                  | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION   | RL.1.10.                         | With prompting and support, read prose and poetry of appropriate complexity for grade  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>F.1.                  | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK  |                                  | Print Concepts   |
| GRADE LEVEL EXPECTATION   | RF.1.1.                          | Demonstrate understanding of the organization and basic features of print.   |
| INDICATOR   | RF.1.1(a)                        | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
| DOMAIN /<br>CONTENT<br>STANDARD   | CT.CC.R<br>F.1.                  | Reading Standards: Foundational Skills   |
| STATE<br>FRAMEWORK  |                                  | Phonological Awareness   |
|   |                                  |  |
| GRADE LEVEL EXPECTATION   | RF.1.2.                          | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
|   | <b>RF.1.2.</b> RF.1.2(a)         | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  |
| EXPECTATION   |                                  |  |
| INDICATOR  DOMAIN / CONTENT   | RF.1.2(a)  CT.CC.R               | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| INDICATOR  DOMAIN / CONTENT STANDARD  | RF.1.2(a)  CT.CC.R               | Distinguish long from short vowel sounds in spoken single-syllable words.  Reading Standards: Foundational Skills  |
| INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL  | RF.1.2(a)  CT.CC.R F.1.          | Distinguish long from short vowel sounds in spoken single-syllable words.  Reading Standards: Foundational Skills  Phonics and Word Recognition  |
| INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION                              | RF.1.2(a)  CT.CC.R F.1.  RF.1.3. | Distinguish long from short vowel sounds in spoken single-syllable words.  Reading Standards: Foundational Skills  Phonics and Word Recognition  Know and apply grade-level phonics and word analysis skills in decoding words.  |
| INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT | RF.1.2(a)  CT.CC.R F.1.  RF.1.3. | Distinguish long from short vowel sounds in spoken single-syllable words.  Reading Standards: Foundational Skills  Phonics and Word Recognition  Know and apply grade-level phonics and word analysis skills in decoding words.  Read words with inflectional endings. |

| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.        | Writing Standards   |
|----------------------------------|-----------------|---|
| STATE<br>FRAMEWORK               |                 | Production and Distribution of Writing  |
| GRADE LEVEL EXPECTATION          | W.1.5.          | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.        |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.<br>1.  | Writing Standards   |
| STATE<br>FRAMEWORK               |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL EXPECTATION          | W.1.7.          | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECT ATION         | SL.1.1.         | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.                 |
| INDICATOR                        | SL.1.1(a)       | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).               |
| INDICATOR                        | SL.1.1(b)       | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Comprehension and Collaboration   |
| GRADE LEVEL EXPECTATION          | SL.1.2.         | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.S<br>L.1. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK               |                 | Presentation of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION          | SL.1.5.         | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| GRADE LEVEL EXPECTATION          | SL.1.6.         | Produce complete sentences when appropriate to task and situation.  |
| DOMAIN /<br>CONTENT<br>ST ANDARD | CT.CC.L.        | Language Standards  |

| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
|---------------------------------|----------------|---|
| GRADE LEVEL EXPECTATION         | L.1.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR                       | L.1.1(b)       | Use common, proper, and possessive nouns.   |
| INDICATOR                       | L.1.1(e)       | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).   |
| INDICATOR                       | L.1.1(f)       | Use frequently occurring adjectives.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.1.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.1.2(b)       | Use end punctuation for sentences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECT ATION     | L.1.4.         | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                                     |
| INDICATOR                       | L.1.4(c)       | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>1. | Language Standards  |
| STATE<br>FRAMEWORK              |                | Vocabulary Acquisition and Use  |
| GRADE LEVEL 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). |