

# 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 - 297

### Connecticut State Standards

#### Language Arts

Grade 1 - Adopted: 2010

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

**STATE  
FRAMEWORK**           **Key Ideas and Details**

**GRADE LEVEL  
EXPECTATION**      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

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

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

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

STATE 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).
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DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
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STATE 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.
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DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
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STATE 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.
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DOMAIN / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
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STATE FRAMEWORK		Production and Distribution of Writing
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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.
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DOMAIN / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
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STATE 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).
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INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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DOMAIN / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
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STATE 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 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL  
EXPECTATION      RL.1.4.      Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL  
EXPECTATION      RL.1.10.      With prompting and support, read prose and poetry of appropriate complexity for grade

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

<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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INDICATOR      RF.1.1(a)      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
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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 /  
CONTENT  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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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  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
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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 /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

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

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

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

<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

<b>STATE FRAMEWORK</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

<b>STATE FRAMEWORK</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(f)	Read words with inflectional endings.

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

<b>STATE FRAMEWORK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

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

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	<b>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).</b>

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**Connecticut State Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

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

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

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

<b>STATE FRAMEWORK</b>		<b>Phonological Awareness</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

<b>STATE FRAMEWORK</b>		<b>Phonics and Word Recognition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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INDICATOR	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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INDICATOR	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

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

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.1.2(b)	Use end punctuation for sentences.
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INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	<b>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).</b>

Week 03: Pre-Writing, p. 49-55

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

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

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

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>

STATE 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.
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INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
STATE 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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Week 04: Pre-Writing, p. 57-63

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
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STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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 05: Pre-Writing, p. 65-71

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
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STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE 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
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
STATE 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).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
STATE 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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

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

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

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

INDICATOR      SL.1.1(a)      Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.L.  
1.**      **Language Standards**

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

INDICATOR      L.1.1(a)      Print all upper- and lowercase letters.

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

INDICATOR      L.1.1(d)      Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

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

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

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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 /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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.  
1.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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

**Connecticut State Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL  
EXPECTATION

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.5.</b>	<b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(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 /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR

L.1.2(b)

Use end punctuation for sentences.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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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 07: Pre-Writing, p. 81-87

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL  
EXPECTATION

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL  
EXPECTATION

RL.1.4.

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL  
EXPECTATION

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

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

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL  
EXPECTATION      RL.1.10.      With prompting and support, read prose and poetry of appropriate complexity for grade

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

<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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INDICATOR      RF.1.1(a)      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

<b>STATE FRAMEWORK</b>		<b>Phonological Awareness</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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INDICATOR      RF.1.2(a)      Distinguish long from short vowel sounds in spoken single-syllable words.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

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**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

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



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

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

<b>STATE FRAMEWORK</b>		<b>Phonological Awareness</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

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

<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	<b>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).</b>
Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107		

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 /  
CONTENT  
STANDARD**

**CT.CC.W.  
1.**

**Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

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

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
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INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
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INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	<b>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).</b>

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

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

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

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

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

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

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
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INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
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INDICATOR	L.1.1(h)	Use determiners (e.g., articles, demonstratives).
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.1.2(a)	Capitalize dates and names of people.
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INDICATOR	L.1.2(b)	Use end punctuation for sentences.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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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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Week 11: Unit 2 Writing from Notes, p. 117-123

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
F.1.**

**Reading Standards: Foundational Skills**

STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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.
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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>

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

Connecticut State Standards		
Language Arts		
Grade 1 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>

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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(a)	Capitalize dates and names of people.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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).

# Connecticut State Standards

## Language Arts

Grade 1 - Adopted: 2010

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

**STATE  
FRAMEWORK**      **Key Ideas and Details**

GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

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

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

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

**STATE  
FRAMEWORK**      **Comprehension and Collaboration**

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



**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>

INDICATOR

L.1.4(b)

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

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL  
EXPECTATION

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL  
EXPECTATION

RL.1.4.

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL  
EXPECTATION

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
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STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
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STATE FRAMEWORK		Print Concepts
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GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
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STATE FRAMEWORK		Phonological Awareness
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GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 1.</b>	<b>Writing Standards</b>
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STATE FRAMEWORK		Production and Distribution of Writing
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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.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
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STATE FRAMEWORK		Comprehension and Collaboration
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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.
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INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
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STATE 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 FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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).

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

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

**STATE  
FRAMEWORK**      **Key Ideas and Details**

GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

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

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

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

STATE 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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

STATE 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 /  
CONTENT  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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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  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

STATE 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 FRAMEWORK		Comprehension and Collaboration
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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 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. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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.  
1.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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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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Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.1.**

**Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
F.1.**

**Reading Standards: Foundational Skills**

STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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



<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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 17: Unit 3 Retelling Narrative Stories, p. 169-175

## Connecticut State Standards

### Language Arts

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

**STATE  
FRAMEWORK**      **Key Ideas and Details**

GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

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

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

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

**STATE  
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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

### Language Arts

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

**STATE  
FRAMEWORK**      **Key Ideas and Details**

GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

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

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

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.RI  
.1.**      **Reading Standards for Informational Text**

**STATE  
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 /  
CONTENT  
STANDARD**      **CT.CC.RI  
.1.**      **Reading Standards for Informational Text**

**STATE  
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W.1.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W.1.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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  
STANDARD**

**CT.CC.W.  
1.**

**Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
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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).
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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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

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

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

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

**CT.CC.L.  
1.**

**Language Standards**

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

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

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

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



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

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

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

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

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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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  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
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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 /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

INDICATOR      SL.1.1(a)      Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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 20: Unit 4 Summarizing a Reference, p. 195-201

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

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

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

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.1.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.RI  
.1.**      **Reading Standards for Informational Text**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
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GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.RI  
.1.**      **Reading Standards for Informational Text**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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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 / CONTENT STANDARD	CT.CC.RI.1.	Reading Standards for Informational Text
STATE 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 / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills

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

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

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
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).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

INDICATOR	L.1.2(b)	Use end punctuation for sentences.
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INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>

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

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
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STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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).

## Connecticut State Standards

### Language Arts

#### Grade 1 - Adopted: 2010

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

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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GRADE LEVEL  
EXPECTATION      RL.1.4.      Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL  
EXPECTATION      RL.1.7.      Use illustrations and details in a story to describe its characters, setting, or events.

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

<b>STATE FRAMEWORK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL  
EXPECTATION      RL.1.10.      With prompting and support, read prose and poetry of appropriate complexity for grade

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

<b>STATE FRAMEWORK</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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INDICATOR      RF.1.1(a)      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

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

INDICATOR	RF.1.3(f)	Read words with inflectional endings.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

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

**CT.CC.L.  
1.**

**Language Standards**

STATE 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 /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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 /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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 /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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 FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE 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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
STATE 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
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
STATE 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).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R F.1.</b>	<b>Reading Standards: Foundational Skills</b>
STATE 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 /  
CONTENT  
STANDARD**      **CT.CC.R  
F.1.**      **Reading Standards: Foundational Skills**

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

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

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W.  
1.**      **Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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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  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

INDICATOR      SL.1.1(a)      Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.1.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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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.  
1.**      **Language Standards**

STATE 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 /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

STATE 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 /  
CONTENT  
STANDARD**      **CT.CC.L.  
1.**      **Language Standards**

STATE 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

### Language Arts

Grade 1 - Adopted: 2010

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards

STATE 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 / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE 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 STANDARD	CT.CC.W.1.	Writing Standards
STATE 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 / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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 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 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. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE 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 26: Unit 7 Inventive Writing, p. 249-255

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature

STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards

STATE 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 STANDARD	CT.CC.W.1.	Writing Standards
STATE 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 / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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 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 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.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

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

### Language Arts

Grade 1 - Adopted: 2010

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



STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 STANDARD	CT.CC.W. 1.	Writing Standards

STATE 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 / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE 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 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 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. 1.	Language Standards
STATE 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 / CONTENT STANDARD	CT.CC.L. 1.	Language Standards

STATE 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 / CONTENT STANDARD** **CT.CC.L. 1.** **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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 28: Revisiting Units 1 and 2, p. 267-273

## Connecticut State Standards

### Language Arts

Grade 1 - Adopted: 2010

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

**DOMAIN / CONTENT STANDARD** **CT.CC.RI .1.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Craft and Structure
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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 / CONTENT STANDARD** **CT.CC.RI .1.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 / CONTENT STANDARD	CT.CC.S L.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>

STATE 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 1 - Adopted: 2010

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL  
EXPECTATION      RL.1.4.      Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL  
EXPECTATION      RL.1.7.      Use illustrations and details in a story to describe its characters, setting, or events.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL  
EXPECTATION      RL.1.10.      With prompting and support, read prose and poetry of appropriate complexity for grade

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

STATE FRAMEWORK		Print Concepts
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 1.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>

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

### Language Arts

Grade 1 - Adopted: 2010

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



STATE 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 / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE 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 / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE 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 /  
CONTENT  
STANDARD**

**CT.CC.W.  
1.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
1.**

**Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.1.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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.
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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).
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INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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).
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**DOMAIN /  
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STANDARD**

**CT.CC.L.  
1.**

**Language Standards**

STATE 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).