

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 01: Introduction to Pre-Writing, p. 29-39

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / TOPIC	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION / TOPIC	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / TOPIC	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
EXPECTATION / TOPIC	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**CONTENT
STANDARD /
COURSE** **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION / TOPIC	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**CONTENT
STANDARD /
COURSE** **HI.CC.L.1** **Language Standards**

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

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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

**CONTENT
STANDARD /
COURSE** **HI.CC.RL.1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 04: Pre-Writing, p. 57-63

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).

EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.L.1 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE **HI.CC.RL. 1. Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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CONTENT STANDARD / COURSE **HI.CC.RF. 1. Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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CONTENT STANDARD / COURSE **HI.CC.RF. 1. Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT STANDARD / COURSE **HI.CC.RF. 1. Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**CONTENT
STANDARD /
COURSE** **HI.CC.SL.
1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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**CONTENT
STANDARD /
COURSE** **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**CONTENT
STANDARD /
COURSE** **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.1.2(a) Capitalize dates and names of people.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION / TOPIC L.1.5(a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

EXPECTATION / TOPIC L.1.5(b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.1.** **Reading Standards for Literature**

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / TOPIC	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / TOPIC	RF.1.3(f)	Read words with inflectional endings.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
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EXPECTATION / TOPIC	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.1.2(b) Use end punctuation for sentences.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

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

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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.1.** **Reading Standards for Literature**

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

EXPECTATION / TOPIC	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
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CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(a)	Capitalize dates and names of people.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 11: Unit 2 Writing from Notes, p. 117-123

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / TOPIC	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1 .** **Language Standards**

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

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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**CONTENT
STANDARD /
COURSE** **HI.CC.L.1 Language Standards**

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

**CONTENT
STANDARD /
COURSE** **HI.CC.L.1 Language Standards**

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

**CONTENT
STANDARD /
COURSE** **HI.CC.L.1 Language Standards**

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

Week 13: Unit 2 Writing from Notes, p. 133-139

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.3.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.4.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.7.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC 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).

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

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

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

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.

CONTENT STANDARD / COURSE **HI.CC.L.1 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.

EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC L.1.4(b) Use frequently occurring affixes as a clue to the meaning of a word.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION / TOPIC	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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EXPECTATION / TOPIC	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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CONTENT STANDARD / COURSE **HI.CC.RL.1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

**CONTENT
STANDARD /
COURSE** **HI.CC.RL.
1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK RL.1.3. Describe characters, settings, and major events in a story, using key details.

**CONTENT
STANDARD /
COURSE** **HI.CC.RL.
1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CONTENT
STANDARD /
COURSE** **HI.CC.RL.
1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

**CONTENT
STANDARD /
COURSE** **HI.CC.RL.
1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

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

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

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

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

**CONTENT
STANDARD /
COURSE** **HI.CC.RL. Reading Standards for Literature
1.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RL. Reading Standards for Literature
1.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RL. Reading Standards for Literature
1.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RL. Reading Standards for Literature
1.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 19: Unit 4 Summarizing a Reference, p. 1870193

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.1.** **Reading Standards for Literature**

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.

EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**CONTENT
STANDARD /
COURSE** **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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EXPECTATION / TOPIC	RF.1.3(f)	Read words with inflectional endings.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 22: Unit 5 Writing from Pictures, p. 215-221

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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CONTENT STANDARD / COURSE

HI.CC.RL. 1. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.1.2(b) Use end punctuation for sentences.

CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(f)	Read words with inflectional endings.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.3.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.4.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.7.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(a)	Capitalize dates and names of people.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1 . Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL. 1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

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

CONTENT STANDARD / COURSE **HI.CC.SL. 1. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1 . Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1 . Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

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

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

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

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).

EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

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

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.4.

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

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RI. 1.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.1.6.

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. 1.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.1.7.

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

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

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC RF.1.4(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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EXPECTATION / TOPIC	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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EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.

EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.1.** **Reading Standards for Literature**

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

CONTENT STANDARD / COURSE **HI.CC.W. 1.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

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

CONTENT STANDARD / COURSE **HI.CC.SL. 1.** **Speaking and Listening Standards**

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

CONTENT STANDARD / COURSE **HI.CC.L.1 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
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CONTENT STANDARD / COURSE **HI.CC.L.1 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 30: Revisiting Unit 4, p. 283-290

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / COURSE **HI.CC.RL. 1.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD / COURSE **HI.CC.RF. 1.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Print Concepts
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION / TOPIC	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.RF. 1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(f)	Read words with inflectional endings.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W. 1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
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CONTENT STANDARD / COURSE **HI.CC.L.1** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
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EXPECTATION / TOPIC	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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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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