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

## Secondary Criteria: Idaho Content Standards

## Subject: Language Arts

## Grade: 1

### Classroom Supplement and Lesson Plans - First Grade

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### Idaho Content Standards

**Language Arts**

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |

| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
|---|---|---|
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |

| | | |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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## Idaho Content Standards

### Language Arts

### Grade 1 - Adopted: 2022

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |

| STANDARD / COURSE | 1.W- | Writing Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |

| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|

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|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | **Phonemic Awareness (PA)** |
| GLE / BIG IDEA | 1.FR-PA.2. | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| OBJECTIVE | 1.FR-PA.2c. | Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. |
| OBJECTIVE | 1.FR-PA.2d. | Delete initial and final sounds in spoken single syllable words and say the resulting word. |
| OBJECTIVE | 1.FR-PA.2e. | Segment and blend sequences of individual sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | **Phonics and Decoding (PH)** |
| GLE / BIG IDEA | 1.FR-PH.3. | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3g. | Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-RF. | **Reading Fluency (RF)** |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1d. | Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2a. | Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water). |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |

| | | |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.3.** | **Use knowledge of spelling in writing.** |
| OBJECTIVE | 1.GC-M.3a. | Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. |
| OBJECTIVE | 1.GC-M.3b. | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

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## Idaho Content Standards

### Language Arts

### Grade 1 - Adopted: 2022

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| --- | --- | --- |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3d. | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| OBJECTIVE | 1.FR-PH.3f. | Decode two-syllable words following basic patterns by breaking the words into syllables. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |

| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2a. | Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water). |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| STANDARD / COURSE | 1.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.3. | Use knowledge of spelling in writing. |
| OBJECTIVE | 1.GC-M.3a. | Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. |

| OBJECTIVE | 1.GC-M.3b. | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
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## Week 03: Pre-Writng, p. 49-55

## Idaho Content Standards

### Language Arts

#### Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
|---|---|---|
| GLE / BIG IDEA | 1.VD-WB.1. | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | **Grammar and Usage (GU)** |
| GLE / BIG IDEA | 1.GC-GU.1. | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.3. | Use knowledge of spelling in writing. |
| OBJECTIVE | 1.GC-M.3a. | Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. |
| OBJECTIVE | 1.GC-M.3b. | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

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

## Idaho Content Standards

### Language Arts

### Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | Phonemic Awareness (PA) |
| GLE / BIG IDEA | 1.FR-PA.2. | Demonstrate understanding of spoken words, syllables, and sounds. |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |

| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
|---|---|---|
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |

| | | |
|---|---|---|
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1d. | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |

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### Week 05: Pre-Writing, p. 65-71

## Idaho Content Standards

### Language Arts

#### Grade 1 - Adopted: 2022

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
|---|---|---|
| GLE / BIG IDEA | 1.RC-L.5. | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | **Word Building (WB)** |
| GLE / BIG IDEA | 1.VD-WB.1. | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | **Word Building (WB)** |
| GLE / BIG IDEA | 1.VD-WB.2. | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2a. | Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water). |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| STANDARD /<br>COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT<br>KNOWLEDGE<br>AND SKILLS /<br>GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-<br>GU.1. | Demonstrate command of the conventions English grammar and usage when writing<br>and/or speaking. |
| OBJECTIVE | 1.GC-<br>GU.1d. | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone,<br>everything). |
| OBJECTIVE | 1.GC-<br>GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-<br>GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |

| STANDARD /<br>COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT<br>KNOWLEDGE<br>AND SKILLS /<br>GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-<br>M.2. | Demonstrate command of the conventions of English punctuation and capitalization<br>when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-<br>M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD /<br>COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT<br>KNOWLEDGE<br>AND SKILLS /<br>GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-<br>PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-<br>PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-<br>PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai,<br>ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-<br>PH.3d. | Use knowledge that every syllable must have a vowel sound to determine the number of syllables<br>in a printed word. |

| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
|---|---|---|
| OBJECTIVE | 1.FR-PH.3f. | Decode two-syllable words following basic patterns by breaking the words into syllables. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |

| STANDARD / COURSE | 1.VD- | **Vocabulary Development Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |

| STANDARD / COURSE | 1.VD- | **Vocabulary Development Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |

| | | |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1d. | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |

| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | **Phonemic Awareness (PA)** |
| GLE / BIG IDEA | 1.FR-PA.2. | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| OBJECTIVE | 1.FR-PA.2c. | Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | **Phonics and Decoding (PH)** |
| GLE / BIG IDEA | 1.FR-PH.3. | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | **Literature (L)** |

| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
|---|---|---|
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| STANDARD / COURSE | 1.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |

| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
|---|---|---|
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| OBJECTIVE | 1.FR-PH.3g. | Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |

| | | |
|---|---|---|
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-RF.** | **Reading Fluency (RF)** |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1d. | Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |

| | | |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

# Idaho Content Standards

## Language Arts

### Grade 1 - Adopted: 2022

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2c. | Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. |
| OBJECTIVE | 1.FR-PA.2e. | Segment and blend sequences of individual sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |

| STANDARD / COURSE | 1.VD- | **Vocabulary Development Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |

| STANDARD / COURSE | 1.VD- | **Vocabulary Development Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |

| STANDARD / COURSE | 1.W- | **Writing Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |

| STANDARD / COURSE | 1.ODC- | **Oral and Digital Communications Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |

| | | |
|---|---|---|
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3d. | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| OBJECTIVE | 1.FR-PH.3f. | Decode two-syllable words following basic patterns by breaking the words into syllables. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |

| | | |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| STANDARD / COURSE | 1.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |

| | | |
|---|---|---|
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2b. | Orally produce single-syllable words by blending sounds, including consonant blends. |
| OBJECTIVE | 1.FR-PA.2c. | Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. |

| OBJECTIVE | 1.FR-PA.2d. | Delete initial and final sounds in spoken single syllable words and say the resulting word. |
|---|---|---|
| OBJECTIVE | 1.FR-PA.2e. | Segment and blend sequences of individual sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |

| | | |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |

| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
|---|---|---|

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| --- | --- | --- |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| --- | --- | --- |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-RF. | Reading Fluency (RF) |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| --- | --- | --- |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |

| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| --- | --- | --- |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies: |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |

| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| --- | --- | --- |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |

| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| STANDARD / COURSE | 1.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| OBJECTIVE | 1.GC-GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |

| STANDARD / COURSE | 1.W- | **Writing Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |

| STANDARD / COURSE | 1.ODC- | **Oral and Digital Communications Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1d. | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

# Idaho Content Standards

## Language Arts

| STANDARD / COURSE | **1.FR-** | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| GLE / BIG IDEA | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | **1.FR-** | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| GLE / BIG IDEA | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |

| STANDARD / COURSE | **1.RC-** | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | **1.RC-** | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | **1.RC-L.** | **Literature (L)** |
| GLE / BIG IDEA | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |

| | | |
|---|---|---|
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
|---|---|---|
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

## Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

## Idaho Content Standards

### Language Arts

### Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | Phonemic Awareness (PA) |
| GLE / BIG IDEA | 1.FR-PA.2. | Demonstrate understanding of spoken words, syllables, and sounds. |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-RF. | Reading Fluency (RF) |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |

| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies: |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |

| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2a. | Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water). |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |

| | | |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

# Idaho Content Standards

## Language Arts

| STANDARD /
COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT
KNOWLEDGE
AND SKILLS /
GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |

| STANDARD /
COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT
KNOWLEDGE
AND SKILLS /
GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD /
COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| **CONTENT
KNOWLEDGE
AND SKILLS /
GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |

| STANDARD /
COURSE | 1.VD- | **Vocabulary Development Strand** |
|---|---|---|
| **CONTENT
KNOWLEDGE
AND SKILLS /
GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |

| | | |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

## Idaho Content Standards

### Language Arts

#### Grade 1 - Adopted: 2022

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |

| | | |
|---|---|---|
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |

| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
|---|---|---|
| OBJECTIVE | 1.GC-GU.1d. | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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## Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

## Idaho Content Standards

### Language Arts

### Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |

| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
|---|---|---|
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-RF.** | **Reading Fluency (RF)** |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-NF.** | **Nonfiction Text (NF)** |
| **GLE / BIG IDEA** | **1.RC-NF.6.** | **Use evidence from nonfiction works to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-NF.6d. | Identify the reasons authors give to support points in texts heard or read. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |

| | | |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.RS-** | **Research Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RS-DR.** | **Deep Reading on Topics to Build Knowledge (DR)** |
| GLE / BIG IDEA | 1.RS-DR.2. | Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |

| | | |
|---|---|---|
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

**Grade 1 - Adopted: 2022**

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |

| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
|---|---|---|
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 1.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-NF.6d. | Identify the reasons authors give to support points in texts heard or read. |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| STANDARD / COURSE | 1.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |

| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
|---|---|---|

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

| STANDARD / COURSE | 1.GC- | **Grammar and Conventions Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.3.** | **Use knowledge of spelling in writing.** |
| OBJECTIVE | 1.GC-M.3a. | Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. |
| OBJECTIVE | 1.GC-M.3b. | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | **Phonemic Awareness (PA)** |
| GLE / BIG IDEA | 1.FR-PA.2. | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | **Phonics and Decoding (PH)** |
| GLE / BIG IDEA | 1.FR-PH.3. | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| OBJECTIVE | 1.FR-PH.3g. | Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est). |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-RF. | **Reading Fluency (RF)** |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|

| | | |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-NF.** | **Nonfiction Text (NF)** |
| **GLE / BIG IDEA** | **1.RC-NF.6.** | **Use evidence from nonfiction works to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-NF.6d. | Identify the reasons authors give to support points in texts heard or read. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1d. | Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.RS-** | **Research Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|---|---|---|
| GLE / BIG IDEA | 1.RS-DR.2. | Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

## Idaho Content Standards

### Language Arts

**Grade 1 - Adopted: 2022**

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3h. | Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |

| | | |
|---|---|---|
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |

| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |
|---|---|---|
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.3.** | **Use knowledge of spelling in writing.** |
| OBJECTIVE | 1.GC-M.3a. | Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. |

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

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## Idaho Content Standards

### Language Arts

**Grade 1 - Adopted: 2022**

| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-RF.** | **Reading Fluency (RF)** |

| | | |
|---|---|---|
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| | | |
|---|---|---|
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3g. | Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
|---|---|---|
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies: |
| OBJECTIVE | 1.VD-WB.1d. | Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es). |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| STANDARD / COURSE | 1.W- | Writing Strand |

| | | |
|---|---|---|
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

| | | |
|---|---|---|
| | | **Grade 1 - Adopted: 2022** |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PA.** | **Phonemic Awareness (PA)** |
| **GLE / BIG IDEA** | **1.FR-PA.2.** | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3a. | Know the spelling-sound correspondences for common consonant digraphs. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |

| | | |
|---|---|---|
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
|---|---|---|
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | Phonemic Awareness (PA) |
| GLE / BIG IDEA | 1.FR-PA.2. | Demonstrate understanding of spoken words, syllables, and sounds. |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-RF. | Reading Fluency (RF) |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |

| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |

| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |

| STANDARD / COURSE | 1.W- | Writing Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |

| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
|---|---|---|

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
|---|---|---|
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

Week 26: Unit 7 Inventive Writing, p. 249-255

## Idaho Content Standards

### Language Arts

Grade **1** - Adopted: **2022**

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | Phonemic Awareness (PA) |
| GLE / BIG IDEA | 1.FR-PA.2. | Demonstrate understanding of spoken words, syllables, and sounds. |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
|---|---|---|
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
| GLE / BIG IDEA | 1.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies: |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |

| | | |
|---|---|---|
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-M.** | **Mechanics (M)** |
| **GLE / BIG IDEA** | **1.GC-M.2.** | **Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.** |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

# Idaho Content Standards

## Language Arts

### Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | **Phonemic Awareness (PA)** |
| GLE / BIG IDEA | 1.FR-PA.2. | **Demonstrate understanding of spoken words, syllables, and sounds.** |
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |

| STANDARD / COURSE | 1.FR- | **Foundational Reading Skills Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | **Phonics and Decoding (PH)** |
| GLE / BIG IDEA | 1.FR-PH.3. | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |

| STANDARD / COURSE | 1.RC- | **Reading Comprehension Strand** |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | **Literature (L)** |
| GLE / BIG IDEA | 1.RC-L.5. | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |

| | | |
|---|---|---|
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.ODC-OC.** | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.GC-GU.** | **Grammar and Usage (GU)** |
| **GLE / BIG IDEA** | **1.GC-GU.1.** | **Demonstrate command of the conventions English grammar and usage when writing and/or speaking.** |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
|---|---|---|
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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

## Idaho Content Standards

### Language Arts

### Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-RF. | Reading Fluency (RF) |
| GLE / BIG IDEA | 1.RC-RF.4. | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference). |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-L. | Literature (L) |
|---|---|---|
| GLE / BIG IDEA | 1.RC-L.5. | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | **Word Building (WB)** |
| GLE / BIG IDEA | 1.VD-WB.2. | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.RS-** | **Research Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RS-DR. | **Deep Reading on Topics to Build Knowledge (DR)** |
| GLE / BIG IDEA | 1.RS-DR.2. | Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| **STANDARD / COURSE** | **1.ODC-** | **Oral and Digital Communications Strand** |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | **Oral Communications (OC)** |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| **STANDARD / COURSE** | **1.GC-** | **Grammar and Conventions Strand** |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
|---|---|---|
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |
| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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**Week 29: Revisiting Unit 3, p. 275-282**

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## Idaho Content Standards

### Language Arts

**Grade 1 - Adopted: 2022**

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PH. | Phonics and Decoding (PH) |
| GLE / BIG IDEA | 1.FR-PH.3. | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3e. | Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| STANDARD / COURSE | 1.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.RC-V. | Volume of Reading to Build Knowledge (V) |

| | | |
|---|---|---|
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1f. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.2.** | **With support, explore word relationships and nuances in word meanings.** |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |
| **STANDARD / COURSE** | **1.W-** | **Writing Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.W-HWK.** | **Handwriting and Keyboarding (HWK)** |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |

| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |
| OBJECTIVE | 1.GC-GU.1h. | Produce and expand complete sentences in response to prompts. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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## Idaho Content Standards

### Language Arts

Grade 1 - Adopted: 2022

| STANDARD / COURSE | 1.FR- | Foundational Reading Skills Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.FR-PA. | Phonemic Awareness (PA) |
| GLE / BIG IDEA | 1.FR-PA.2. | Demonstrate understanding of spoken words, syllables, and sounds. |

| | | |
|---|---|---|
| OBJECTIVE | 1.FR-PA.2a. | Distinguish long from short vowel sounds in spoken single-syllable words. |
| **STANDARD / COURSE** | **1.FR-** | **Foundational Reading Skills Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.FR-PH.** | **Phonics and Decoding (PH)** |
| **GLE / BIG IDEA** | **1.FR-PH.3.** | **Use knowledge of grade-level phonics and word analysis skills in decoding words.** |
| OBJECTIVE | 1.FR-PH.3c. | Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). |
| OBJECTIVE | 1.FR-PH.3g. | Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est). |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-V.** | **Volume of Reading to Build Knowledge (V)** |
| GLE / BIG IDEA | 1.RC-V.2. | Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| **STANDARD / COURSE** | **1.RC-** | **Reading Comprehension Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.RC-L.** | **Literature (L)** |
| **GLE / BIG IDEA** | **1.RC-L.5.** | **Use evidence from literature to demonstrate understanding of grade-level texts.** |
| OBJECTIVE | 1.RC-L.5a. | Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| OBJECTIVE | 1.RC-L.5b. | Describe the connection between characters, settings, and major events in stories heard, using key details. |
| OBJECTIVE | 1.RC-L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
| **STANDARD / COURSE** | **1.VD-** | **Vocabulary Development Strand** |
| **CONTENT KNOWLEDGE AND SKILLS / GOAL** | **1.VD-WB.** | **Word Building (WB)** |
| **GLE / BIG IDEA** | **1.VD-WB.1.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:** |
| OBJECTIVE | 1.VD-WB.1d. | Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es). |

| STANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 1.VD-WB.2. | With support, explore word relationships and nuances in word meanings. |
| OBJECTIVE | 1.VD-WB.2b. | Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. |
| OBJECTIVE | 1.VD-WB.2c. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. |

| STANDARD / COURSE | 1.W- | Writing Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 1.W-HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |

| STANDARD / COURSE | 1.ODC- | Oral and Digital Communications Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 1.ODC-OC.1. | Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 1.GC-GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| OBJECTIVE | 1.GC-GU.1c. | Form and use the simple verb tenses (past, present, and future) for regular verbs. |
| OBJECTIVE | 1.GC-GU.1e. | Use frequently occurring adjectives. |

| STANDARD / COURSE | 1.GC- | Grammar and Conventions Strand |
|---|---|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-M. | Mechanics (M) |

| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
|---|---|---|
| OBJECTIVE | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |
| OBJECTIVE | 1.GC-M.2c. | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |
| GLE / BIG IDEA | 1.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| | 1.GC-M.2a. | Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. |