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

WEEK 31 P. 291 - 297

Idaho Content Standards

| | | 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. |
|--|-----------------|---|
| ST ANDARD / 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. |

| 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

| | | 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

| 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. |
| ST ANDARD / 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). |
| ST ANDARD / COURSE | 1.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS I 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. |

Week 02: Pre-Writing, p. 41-47

Idaho Content Standards

| 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- | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
|-----------|-------|--|
| | M.3b. | |

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

Idaho Content Standards

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| | | 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. |

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

Idaho Content Standards

| | | 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. |

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

Idaho Content Standards

| | | 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. |
| ST ANDARD / 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) | |
| KNOWLEDGE AND SKILLS / | 1.VD-WB. 1.VD-WB.2. | Word Building (WB) With support, explore word relationships and nuances in word meanings. | |
| KNOWLEDGE AND SKILLS / GOAL | 1.VD- | | |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA | 1.VD- WB.2. | With support, explore word relationships and nuances in word meanings. Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes | |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE | 1.VD- WB.2. 1.VD- WB.2a. | With support, explore word relationships and nuances in word meanings. 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). Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating | |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE | 1.VD- WB.2. 1.VD- WB.2a. 1.VD- WB.2b. | With support, explore word relationships and nuances in word meanings. 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). Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, | |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD / | 1.VD- WB.2a. 1.VD- WB.2b. 1.VD- WB.2c. | With support, explore word relationships and nuances in word meanings. 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). Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. | |

| STANDARD / | 1.GC- | Grammar and | Conventions | Strand |
|------------|-------|-------------|-------------|--------|
| COURSE | | | | |

| 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). |
| 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 06: Pre-Writing, p. 73-79

Idaho Content Standards

| 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.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.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. |

Week 07: Pre-Writing, p. 81-87

Idaho Content Standards

| | | 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. |
| ST ANDARD / 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) |

| DBJECTIVE 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. DBJECTIVE 1.RC- L.5b. Describe the connection between characters, settings, and major events in stories heard, using key details. DBJECTIVE 1.RC- L.5e. Compare and contrast the adventures or experiences of characters in stories heard. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.VD- WB.2. With support, explore word relationships and nuances in word meanings. DBJECTIVE 1.VD- WB.2b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. DBJECTIVE 1.VD- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
|--|
| DBJECTIVE 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- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
| STANDARD / COURSE 1.VD- Vocabulary Development Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.VD- With support, explore word relationships and nuances in word meanings. OBJECTIVE 1.VD- Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. OBJECTIVE 1.VD- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
| CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.VD- With support, explore word relationships and nuances in word meanings. OBJECTIVE 1.VD- Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. OBJECTIVE 1.VD- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.VD-WB.2. With support, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. OBJECTIVE 1.VD- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
| 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- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
| WB.2b. them to their synonyms and antonyms. OBJECTIVE 1.VD- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, |
| |
| WB.2c. strut, prance) by acting out the meanings. |
| STANDARD / 1.W- Writing Strand COURSE |
| CONTENT 1.W- Handwriting and Keyboarding (HWK) KNOWLEDGE HWK. AND SKILLS / GOAL |
| GLE / BIG IDEA 1.W- Print legibly and space words appropriately when writing a complete sentence. HWK.2. |
| STANDARD / 1.ODC- Oral and Digital Communications Strand COURSE |
| CONTENT 1.ODC- Oral Communications (OC) KNOWLEDGE OC. AND SKILLS / GOAL |
| GLE / BIG IDEA 1.ODC- 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 / 1.GC- Grammar and Conventions Strand COURSE |
| CONTENT 1.GC-GU. Grammar and Usage (GU) KNOWLEDGE AND SKILLS / GOAL |
| 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

| | | 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". |

Idaho Content Standards

| | | 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. |

| ST ANDARD / 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 / | 1.W- | Writing Strand |
| COURSE | | |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W- HWK. | Handwriting and Keyboarding (HWK) |
| CONTENT KNOWLEDGE AND SKILLS / | | Handwriting and Keyboarding (HWK) Print legibly and space words appropriately when writing a complete sentence. |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | HWK. | |
| CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA | 1.W- HWK.2. | Print legibly and space words appropriately when writing a complete sentence. |
| CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / | 1.W- HWK.2. 1.ODC- | Print legibly and space words appropriately when writing a complete sentence. Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W- HWK.2. 1.ODC- 0C. | Print legibly and space words appropriately when writing a complete sentence. Oral and Digital Communications Strand Oral Communications (OC) 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 |
| CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA | 1.W- HWK.2. 1.ODC- OC. | Print legibly and space words appropriately when writing a complete sentence. Oral and Digital Communications Strand Oral Communications (OC) 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. |

| 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. |
| | | |

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

Idaho Content Standards

Language Arts

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

| 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. |
| ST ANDARD / 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 | 1.ODC- | Oral Communications (OC) |
| KNOWLEDGE AND SKILLS / GOAL | 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 11: Unit 2 Writing from Notes, p. 117-123

Idaho Content Standards

| 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. |

| and listening to a series of texts related to the topics and themes whedge and vocabulary. Strand Strand Lure to demonstrate understanding of grade-level texts. Lete, and end of familiar stories (including fables and fairy tales) with key onstrating understanding of their central messages or morals. Letween characters, settings, and major events in stories heard, using adventures or experiences of characters in stories heard. |
|--|
| ture to demonstrate understanding of grade-level texts. e, and end of familiar stories (including fables and fairy tales) with key onstrating understanding of their central messages or morals. |
| Strand ture to demonstrate understanding of grade-level texts. e, and end of familiar stories (including fables and fairy tales) with key |
| vledge and vocabulary. |
| wledge and vocabulary. |
| vledge and vocabulary. |
| |
| |
| uild Knowledge (V) |
| Strand |
| owel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short nunciation. |
| vowel team conventions for representing long vowel sounds (e.g., ai, |
| orrespondences for common consonant digraphs. |
| -level phonics and word analysis skills in decoding words. |
| PH) |
| kills Strand |
| nces of individual sounds in spoken single-syllable words. |
| ds in spoken single syllable words and say the resulting word. |
| |

| 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

| 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. |
| ST ANDARD / 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). |
| ST ANDARD / COURSE | | |

| 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. |
| ST ANDARD / 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) |
| KNOWLEDGE AND SKILLS / | 1.GC-GU. 1.GC-GU.1. | Oranmar and Usage (GU) Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| KNOWLEDGE AND SKILLS / GOAL | 1.GC- | Demonstrate command of the conventions English grammar and usage when writing |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA | 1.GC- GU.1. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE | 1.GC- GU.1. 1.GC- GU.1g. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE | 1.GC- GU.1. 1.GC- GU.1g. 1.GC- GU.1h. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. Use frequently occurring prepositions (e.g., to, during, under, in, with, at). Produce and expand complete sentences in response to prompts. |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / | 1.GC-GU.1g. 1.GC-GU.1g. 1.GC-GU.1h. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. Use frequently occurring prepositions (e.g., to, during, under, in, with, at). Produce and expand complete sentences in response to prompts. Grammar and Conventions Strand |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU.1. 1.GC-GU.1g. 1.GC-GU.1h. 1.GC-M. | Demonstrate command of the conventions English grammar and usage when writing and/or speaking. Use frequently occurring prepositions (e.g., to, during, under, in, with, at). Produce and expand complete sentences in response to prompts. Grammar and Conventions Strand Mechanics (M) Demonstrate command of the conventions of English punctuation and capitalization |

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

Idaho Content Standards

| | | 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". |

Idaho Content Standards

| | | 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. |
|--|-----------------|---|
| ST ANDARD / 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. |

| 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

| | | 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 | | |
| | WB.1f. | (e.g., playpen, penpal). |
| COURSE CONTENT KNOWLEDGE AND SKILLS / | WB.1f. | (e.g., playpen, penpal). Vocabulary Development Strand |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | WB.1f.1.VD-1.VD-WB. | (e.g., playpen, penpal). Vocabulary Development Strand Word Building (WB) |

| 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

| | | Grade 1 - Adopted: 2022 |
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| 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-WB2.0. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. 1.WD-WB2.1 Distinguish shades of meaning among verbs describing the same general action (e.g., walk, sholl, str., prace) by acting out the meanings. 2.MD-WB2.1 NW-Writing Strand 2.MD-WB2.2 Print legibly and space words appropriately when writing a complete sentence. 2.MD-WB2.2 Print legibly and space words appropriately when writing a complete sentence. 3.DDC-Oral and Digital Communications Strand 2.DDC-Oral and Digital Communications Strand 2.DDC-Oral Communications (OC) 3.DDC-Oral Communications (OC) 4.DDC-Oral Communications (OC) 4.DDC-OC1. Print legibly and space words appropriately when writing a complete sentence. 4.DDC-OC1. Print legibly and space words appropriately when writing a complete sentence. 5.TANDARD 1 D.DC-Oral and Digital Communications Strand 2.DDC-OC1. Print legibly and space words appropriately when writing a complete sentence. 5.TANDARD 1 D.DC-OC1. Print legibly and space words appropriately when writing and levels with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. 5.TANDARD 1 L.GC-GU. Grammar and Usage (GU) 4.DC-OURSE 2.DC-OURSE 2.DC-OURSE 3.DC-OURSE 3.DC-OURSE 3.DC-OURSE 3.DC-OURSE 3.DC-OURSE 3.DC-OURSE 4.DC-OURSE 5.DC-OURSE 5.DC-OU | | | |
|--|---------------------------|----------|---|
| STANDARD / COURSE 1.W. Writing Strand CONTENT KNOWLEDGE AND SKILLS? GOAL 1.W. HAWK. HARDWRITING AND SKILLS? GOAL 1.ODC- Oral and Digital Communications Strand CONTENT KNOWLEDGE AND SKILLS? GOAL 1.ODC- Oral and Digital Communications Strand COURSE 1.ODC- Oral communications (OC) OC. Oral Communications (OC) OC. Oral Communications (OC) COL1 Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listering to others closely, taking turns speaking through muliple exchanges, and asking questions to clear up any confusion. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS? GOAL CONTENT KNOWLEDGE AND SKILLS? GOAL CONTENT COURSE CONTENT COURSE CONTENT COURSE 1.GC- GU.1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. GLE / BIG IDEA 1.GC- GU.1. GLE / BIG IDEA 1.GC- GU.1. GRAMDARD / COURSE CONTENT COURSE COURSE CONTENT COURSE COURSE CONTENT COURSE CONTENT COURSE COURSE CONTENT COURSE | OBJECTIVE | | |
| CONTENT KNOWLEDGE AND SKILLS / GOL GOAL 1.W- HWK. Print legibly and space words appropriately when writing a complete sentence. HWK.2. Print legibly and space words appropriately when writing a complete sentence. HWK.2. TANDARD / LODC- Oral and Digital Communications Strand COURSE CONTENT KNOWLEDGE AND SKILLS / GO. GO. CL. Biggin 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 / GO. GU.1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. CBJECTIVE 1.GC- GU.1. STANDARD / LOG- Grammar and Conventions Strand COBJECTIVE 1.GC- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. GU.1. STANDARD / LOG- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GO. M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. OBJECTIVE 1.GC- Distinguish among declarative, exclamatory, and interrogative exclamatory and reproduct withing and reading text aloud. OBJECTIVE 1.GC- Capitalize the first word in a sentence, the first letter of students name, and the pronoun "T. | OBJECTIVE | | |
| HWK. AND SKILLS/ GOAL CLE / BIG IDEA LOC- COURSE CONTENT KNOWLEDGE AND SKILLS/ GOAL 1.ODC- Oral and Digital Communications Strand COL: CLE / BIG IDEA COL: CLE / BIG IDEA CLE / BIG I | | 1.W- | Writing Strand |
| STANDARD / COURSE CONTENT (NOWLEDGE AND SKILLS) GOAL 1.ODC- OC. Produce and expand complete sentences in response to prompts. GLE / BIG IDEA (GU.) GLE / BIG IDEA (GU.) TANDARD / COURSE CONTENT (NOWLEDGE AND SKILLS) GOAL 1.GC- Grammar and Conventions Strand COURSE CONTENT (NOWLEDGE AUT) COURSE 1.GC- GU.) Demonstrate command of the conventions English grammar and usage when writing and reading adventions in response to prompts. GUI: BIGC- Grammar and Conventions Strand COURSE 1.GC- GU.) Demonstrate command of the conventions English grammar and usage when writing and reading adventions in response to prompts. GUI: GUI: GUI: GUI: GUI: CONTENT (NOWLEDGE AUT) COURSE 1.GC- GUI: DEMONSTRATE (GUI: COURSE 1.GC- GUI: DEMONSTRATE (GUI: COURSE 1.GC- Grammar and Conventions Strand COURSE 1.GC- Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading lext aloud. OBJECTIVE 1.GC- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "T. | KNOWLEDGE AND SKILLS / | | Handwriting and Keyboarding (HWK) |
| CONTENT KNOWLEDGE AND SKILLS' GOAL CONTENT KNOWLEDGE AND SKILLS' GOAL COL1. Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listering to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS' GOAL GLE / BIG IDEA 1.GC- Grammar and Usage (GU) GUAL GLE / BIG IDEA 1.GC- GUAL Use frequently occurring adjectives. GUAL GUAL STANDARD / COURSE 1.GC- GUAL GUAL CONTENT KNOWLEDGE AND SKILLS' GOAL GLE / BIG IDEA 1.GC- GUAL GLE / BIG IDEA 1.GC- GUAL GUAL GLE / BIG IDEA 1.GC- GUAL GRAMMAR AND SKILLS' GOAL 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. GBJECTIVE 1.GC- M.2. 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. GBJECTIVE 1.GC- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "F. | GLE / BIG IDEA | | Print legibly and space words appropriately when writing a complete sentence. |
| Coll 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 BLE / BIG IDEA I.GC- GU.1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. DBJECTIVE I.GC- GU1e. Use frequently occurring adjectives. GU1e. Produce and expand complete sentences in response to prompts. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL CONTENT KNOWLEDGE AND SKILLS / GOAL CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA I.GC- Mcchanics (M) Mcchanics (M) Mcchanics (M) Mchanics (M) Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. OBJECTIVE I.GC- 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 I.GC- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "T. | | 1.ODC- | Oral and Digital Communications Strand |
| OC.1. with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GU.1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. OBJECTIVE 1.GC-GU.1. Produce and expand complete sentences in response to prompts. GONTENT GOUTH. STANDARD / COURSE CONTENT GOAL 1.GC- Grammar and Conventions Strand CONTENT GOAL CONTENT GOAL 1.GC- Grammar and Conventions Strand CONTENT GOAL OBJECTIVE 1.GC- Grammar and Conventions Strand CONTENT GOAL OBJECTIVE 1.GC- Grammar and Conventions Strand CONTENT GOAL CONTENT GOAL 1.GC- Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. OBJECTIVE 1.GC- 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "IT. | KNOWLEDGE AND SKILLS / | | Oral Communications (OC) |
| CONTENT KNOWLEDGE AND SKILLS / GOAL 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. GU.1e. Produce and expand complete sentences in response to prompts. STANDARD / COURSE 1.GC- GU.1h. STANDARD / COURSE 1.GC- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.GC- Mechanics (M) Mechanics (M) OBJECTIVE 1.GC- Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. OBJECTIVE 1.GC- 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | GLE / BIG IDEA | | with peers by listening to others closely, taking turns speaking through multiple exchanges, and |
| RNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.GC- GU.1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. DBJECTIVE 1.GC- GU.1e. Use frequently occurring adjectives. GU.1e. Produce and expand complete sentences in response to prompts. GU.1h. STANDARD / GU.1h. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL 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- 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | | 1.GC- | Grammar and Conventions Strand |
| OBJECTIVE 1.GC- GU1e. 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | KNOWLEDGE AND SKILLS / | 1.GC-GU. | Grammar and Usage (GU) |
| OBJECTIVE 1.GC- GU.1h. Produce and expand complete sentences in response to prompts. STANDARD / GU.1h. Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GOAL 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | GLE / BIG IDEA | | |
| STANDARD / COURSE 1.GC- Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.GC- Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. OBJECTIVE 1.GC- 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | OBJECTIVE | | Use frequently occurring adjectives. |
| 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | OBJECTIVE | | Produce and expand complete sentences in response to prompts. |
| KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 1.GC- Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. OBJECTIVE 1.GC- 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | | 1.GC- | Grammar and Conventions Strand |
| M.2. 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- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | KNOWLEDGE AND SKILLS / | 1.GC-M. | Mechanics (M) |
| M.2a. exclamation marks, or question marks at the end of sentences when writing and reading text aloud. OBJECTIVE 1.GC- Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". | GLE / BIG IDEA | | |
| | OBJECTIVE | | |
| | OBJECTIVE | | Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". |

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| | | Grade 1 - Adopted: 2022 |
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| ST ANDARD / 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 |
| | 1.W- HWK. | Writing Strand Handwriting and Keyboarding (HWK) |
| COURSE CONTENT KNOWLEDGE AND SKILLS / | 1.W- | |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W- HWK. | Handwriting and Keyboarding (HWK) |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / | 1.W- HWK. 1.W- HWK.2. | Handwriting and Keyboarding (HWK) Print legibly and space words appropriately when writing a complete sentence. |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / | 1.W- HWK. 1.W- HWK.2. 1.ODC- | Handwriting and Keyboarding (HWK) Print legibly and space words appropriately when writing a complete sentence. Oral and Digital Communications Strand |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.W- HWK. 1.W- HWK.2. 1.ODC- OC. | Handwriting and Keyboarding (HWK) Print legibly and space words appropriately when writing a complete sentence. Oral and Digital Communications Strand Oral Communications (OC) 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 |
| COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / | 1.W- HWK. 1.W- HWK.2. 1.ODC- OC. | Handwriting and Keyboarding (HWK) Print legibly and space words appropriately when writing a complete sentence. Oral and Digital Communications Strand Oral Communications (OC) 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. |

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

Idaho Content Standards

| | | 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. |
|--|-----------------|---|
| ST ANDARD / 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". |

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

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

Idaho Content Standards

| 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. |

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

Idaho Content Standards

| | | 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

| 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. |
| ST ANDARD / 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 | | |

| 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 | | Use frequently occurring adjectives. Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| | GU.1e. 1.GC- | |
| OBJECTIVE | 1.GC- GU.1g. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). |
| OBJECTIVE OBJECTIVE | 1.GC- GU.1g. 1.GC- GU.1h. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). Produce and expand complete sentences in response to prompts. |
| OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / | 1.GC-GU.1h. 1.GC-1.GC-GU.1h. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). Produce and expand complete sentences in response to prompts. Grammar and Conventions Strand |
| OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL | 1.GC-GU.1h. 1.GC-M. | Use frequently occurring prepositions (e.g., to, during, under, in, with, at). Produce and expand complete sentences in response to prompts. Grammar and Conventions Strand Mechanics (M) Demonstrate command of the conventions of English punctuation and capitalization |

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

Idaho Content Standards

| | | 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. |
| ST ANDARD / 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. |
| ST ANDARD / 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. |

Describe the connection between characters, settings, and major events in stories heard, using

OBJECTIVE

1.RC-

key details.

L.5b.

| OBJECTIVE | 1.RC- L.5e. | Compare and contrast the adventures or experiences of characters in stories heard. |
|--|-----------------|---|
| ST ANDARD / 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. |

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

| 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 | 1.FR-PH. | Phonics and Decoding (PH) |
|--|-----------------|---|
| KNOWLEDGE AND SKILLS / GOAL | | |
| 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". |

Idaho Content Standards

| | | 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. |
|--|-----------------|---|
| ST ANDARD / 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. |

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

Idaho Content Standards

| | | 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). |
| ST ANDARD / 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. |
| ST ANDARD / 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. |
| ST ANDARD / 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 29: Revisiting Unit 3, p. 275-282

Idaho Content Standards

| | | 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". |

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

Idaho Content Standards

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

| 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". |